MANUAL
OF
SHORTHAND

MUNSON-BARRETT

THE ATHENAEUM

Class Z 5h
Book .R24
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Charles R. Barrett

MANUAL

OF THE

PRINCIPLES,

WORD-SIGNS, CONTRACTIONS, AND PHRASES

OF THE

MUNSON-BARRETT

SYSTEM OF

SHORTHAND

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PREFACE.

THIS Manual of Shorthand is intended to meet the demand for a short amanuensis course. It includes all the principles, practical word-signs, contractions, and phrases of the Munson-Barrett system. The lessons comprise such a vocabulary as is used in the various lines of business correspondence and in court reporting. The engraving in the reading exercises has been done with such care as will make the lessons a guide to good work on the part of the student.

Having included in the following lessons the best ideas gained from twenty-one years' experience in teaching and in the association with able co-workers, I am justified in the belief that this work, as a shorthand text-book, is complete.

CHARLES R. BARRETT.

DIAGRAM OF CONSONANTS.

MUNSON-BARRETT

SYSTEM OF SHORTHAND.

No system of shorthand ever invented has stood the test in every possible application of its use as has the Munson. It is acknowledged to be the standard system. Its reputation is world-wide. While it is one of the oldest systems, it is, through revisions, the most modern. We challenge any author of a short hand text-book to show a system and a book in favorable comparison with ours in point of brevity of rules, arrangement of lessons, and general completeness. Our book contains no unnecessary matter for the sake of size. The system is concise and complete in its rules and outlines.

SIMPLE, SHORT, AND RAPID.

It is so simple that the ordinarily intelligent student has little difficulty in learning to write it and to read it. It meets the severest tests any system of shorthand can be required to undergo—the demands of the amanuensis and the court reporter.

This book embodies the practical knowledge gained from my teaching experience of nineteen years in The Athenaeum of Chicago—the largest shorthand department in the United States. The adaptation of the reporting and corresponding styles of the original Munson system to practical school work is my labor of years. The system to-day is popularly known as the Munson-Barrett.

The remarkable success in our shorthand department is due to our system and the conscientious work of twelve experienced teachers.

CHARLES R. BARRETT, A. M.,
SUPERINTENDENT OF THE ATHENAEUM.

INSTRUCTION.

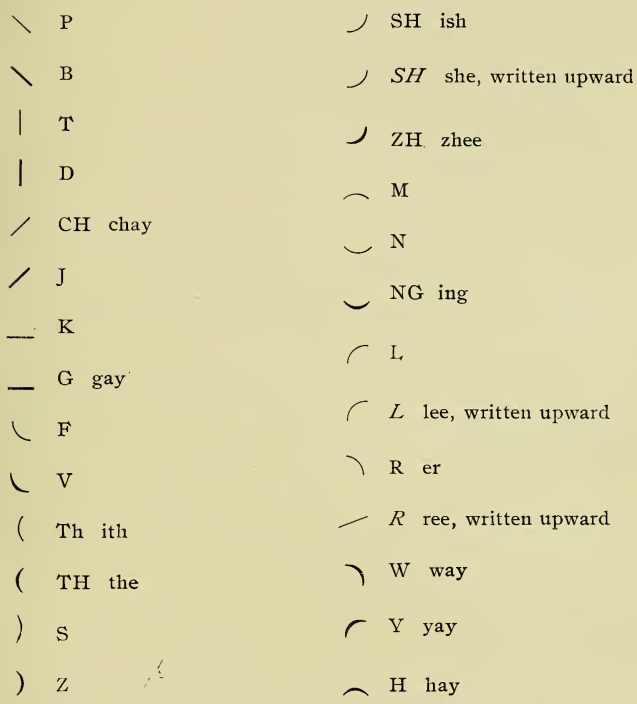
Learn the Consonants on the following page.

Oblique consonants (as P, J, and F) and perpendicular consonants (as T, D, and Th) are written *downward*. Horizontal consonants (as K, M, and NG) are written from *left* to *right*.

EXCEPTIONS.—*SH*, *L*, and *R* are *always* written *upward*. *R* should be written on more slant than CH.

Consonants should be carefully written as to length and shading, as shown in "Table of Consonants" on the following page.

TABLE OF CONSONANTS.



RULES FOR LESSON 1.

1.—The vowel letters are represented by *dots* and *dashes*. A heavy *dot* at the middle of a consonant has the sound of *long* ā. A heavy *dash* at the middle of a consonant has the sound of *long* ō.

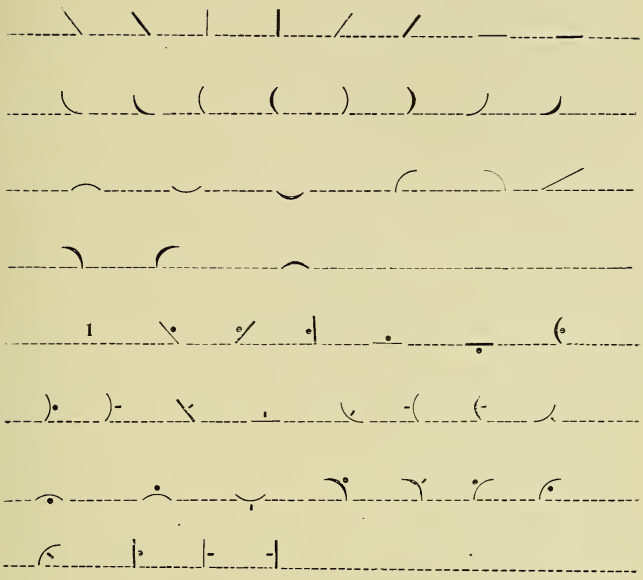
Read oblique and perpendicular consonants and the attending vowels from *left* to *right*. Read horizontal consonants and the attending vowels *downward*.

In writing, make the consonant *first* and then the vowel.

Throughout the lessons capital letters represent consonants, and small letters represent circles, loops, and hooks, except when otherwise indicated.

LESSON 1.

READING EXERCISE.



LESSON 1.

WRITING EXERCISE.

Pay day say gay age aid they low
so ache no though oath show bay owed.

LESSON 1.

WRITING EXERCISE.

They aim low. So they know. They may say so. They aid no foe. So they may know no way. Though they may aid. They show no age. They weigh no hay. They say they may pay. Though they show no aid.

RULES FOR LESSON 2.

LONG VOWEL-SCALE.

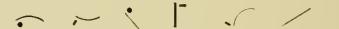
2.—First position : a as in *arm*. as in *fall*.

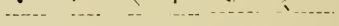
Second " a as in *ale*. as in *note*.

Third " e as in *eat*. oo as in food.

The vowel positions number from the beginning of the consonant. They run downward on oblique and perpendicular consonants from left to right on horizontal consonants and upward on *L*, *R*, and *SH*

The vowel determines the position of the consonant with reference to the line, and their positions correspond.

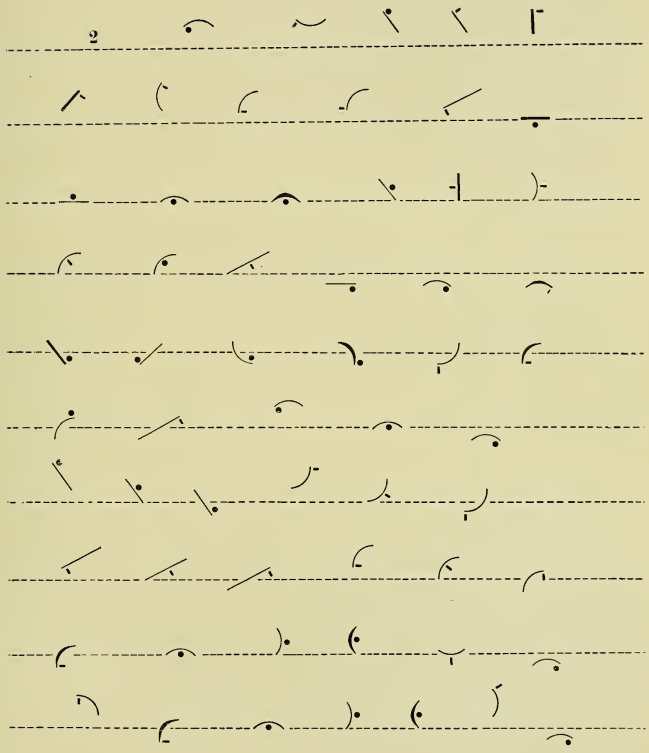
First position: 

Second " 

Third "

LESSON 2.

READING EXERCISE.



LESSON 2.

WRITING EXERCISE.

May say no lay way aim though hay
hoe ail show shoe pa pay pea ma may
me all ail eel saw law ought ate eat.

LESSON 2.

WRITING EXERCISE.

Who saw me? They know all. They saw me pay you. You say we owed you. Show each key. They know we saw you. You may row all day. They say no law may aid you. They all know who saw me. You pay us. Though they show no aid.

RULES FOR LESSON 3.

SHORT VOWEL-SCALE.

3.—First position : a as in *at* or *air*. o as in *on*.
Second " e as in *met*. u as in *up*.
Third " i as in *it*. oo as in *foot*.

TABLE OF DIPHTHONGS.

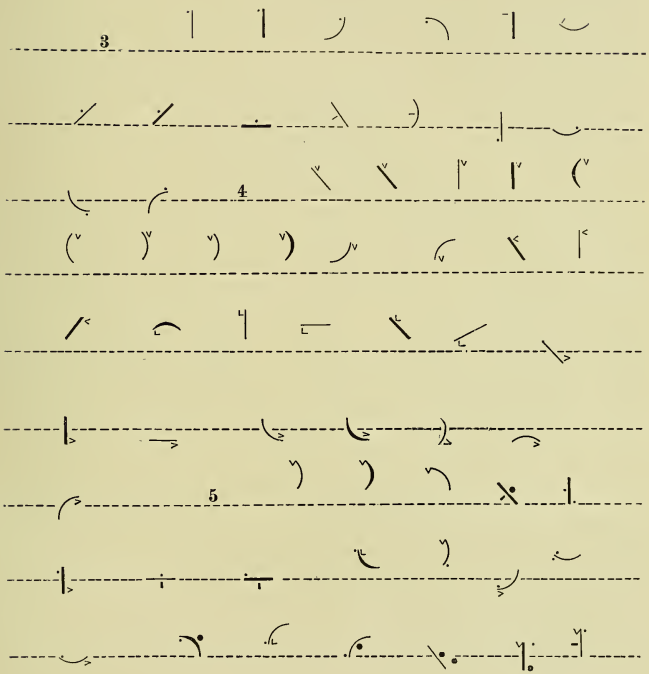
4.—The *first three* diphthongs occupy *first* position. The *fourth* diphthong occupies the *third* position.

First position : i as in *aisle*.
oy as in *boy*.
ow as in *bough*.
Third " ew as in *view*.

5.—When two vowels occur together, either before or after a consonant, the vowel that is sounded first is written nearer the consonant.

LESSON 3.

READING EXERCISE.



LESSON 3.

WRITING EXERCISE.

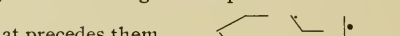
At odd add us up in if on by my lie tie buy dye boy joy toy coy how mow bough out cow due pew cue sue view lieu obey adieu ago avow issue annoy away allow alloy allay anew payee idea iota boa.

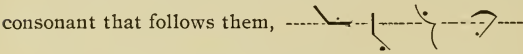
LESSON 3.

WRITING EXERCISE.

We saw it. You annoy me. We allow no fee. We issue no key. They may say adieu. How may we see you? They know how you obey. We know they may be ill. If they allow it. Show how they may add it. It may aid us if we show it. They see it may be so.

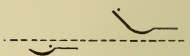
RULES FOR LESSON 4.

6.—All *first* and all *long second* position vowels are written to the consonant that precedes them, 

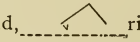
All *short second* and all *third* position vowels are written to the consonant that follows them, 

The *accented* vowel determines the position of the *first oblique* or *perpendicular* consonant if there is one in the word,

7.—Words spelled alike, but pronounced differently,

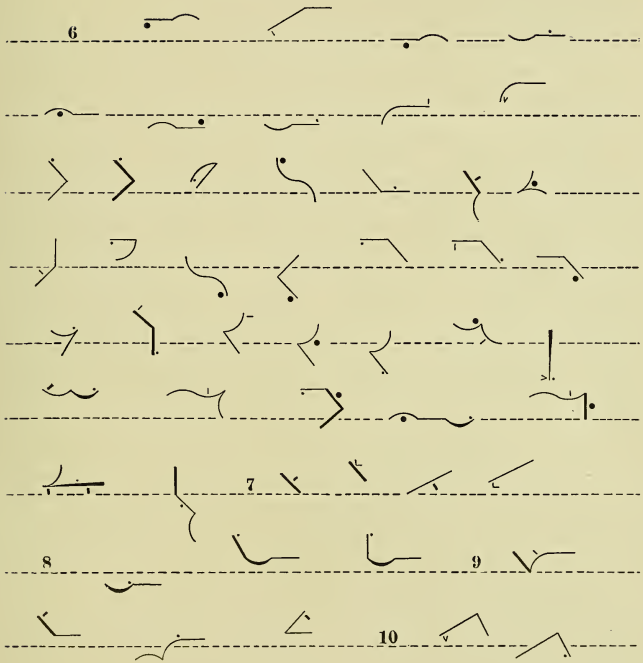
8.—Before K or G, *n* has the sound of NG. 

9.—Silent letters are omitted, and consonants are written only for sounds actually heard,

10.—Many words end with a final *e*, which simply indicates that the preceding vowel has its *long* sound,  ripe; fame.

LESSON 4.

READING EXERCISE.



LESSON 4.

WRITING EXERCISE.

Much fetch touch catch page reach robe cheap cash came talk make money many lake like look take tame took deem beg back book keep package copy occupy check judge also enough bulk voyage week month awake allowed inch faith ride rode knowing deny both damage dockage leakage.

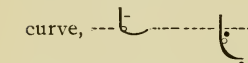
LESSON 4.

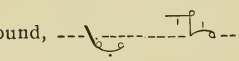
WRITING EXERCISE.

Make no copy. No damage allowed. Patch copy on back page. Make it take in both. Ship package on Monday. Check baggage. Cash check at bank. It may take all week. They say many came back. They pay cash. They fear nothing. Many deem it lucky. Keep both in shape. Show no item.

RULES FOR LESSON 5.

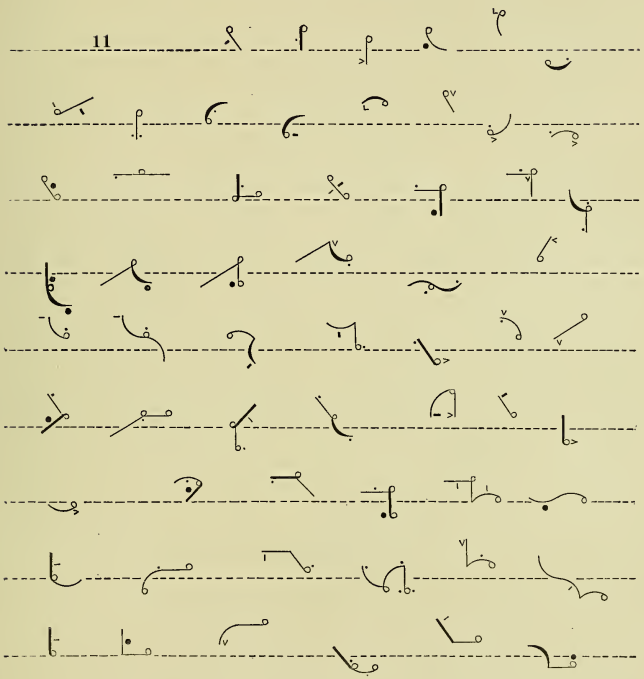
11.—When *s* begins a word, the circle is used, and is written on the right of oblique and perpendicular consonants, and on the inside of curved consonants. The circle is also used in the middle and at the end of words, and has the sound of *s* or *z*.

Where straight consonants form an angle, the circle is written on the *outside*, Where a straight and a curved consonant join, the circle is written on the *inside* of the curve,  Where two curved consonants join, the circle is written on the *inside* of the *first* consonant

A circle written at the end of an outline is always the *final* sound, 

LESSON 5.

READING EXERCISE.



LESSON 5.

WRITING EXERCISE.

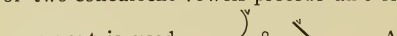
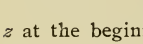
Such sale seem sell seller sales days weeks books copies invoice notice likes keeps same signs makes box pages reaches mislay passage duties deposit opposite pays always takes since task offset office space leads risk reasons rising missing buys names passing dozen business exceeds desires receives receipt.

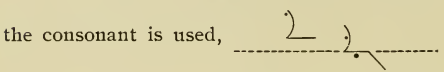
LESSON 5.

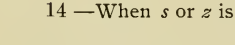
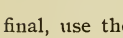
WRITING EXERCISE.

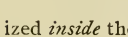
Receive receipts soon. Loss shows in many ways. Be wise in business. They refuse taking such risks. This suit may cause loss in business. Sell out. They may dismiss this case. Reduce police force. Some loss shows this month. It satisfies me. They oppose such schemes. Those books may make you famous. Take notice. It may expose lax ways. Make no excuse.

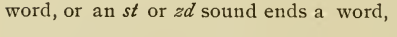
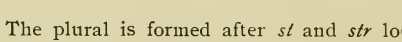
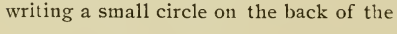
RULES FOR LESSON 6.

12.—When *s* is immediately followed by two concurrent vowels, or two concurrent vowels precede an *s* or *z* at the end of a word, the consonant is used,  Always use the consonant for *z* at the beginning of a word, whether it is preceded by a vowel or not, 

13.—When *s* is the first consonant sound, preceded by a vowel, the consonant is used, 

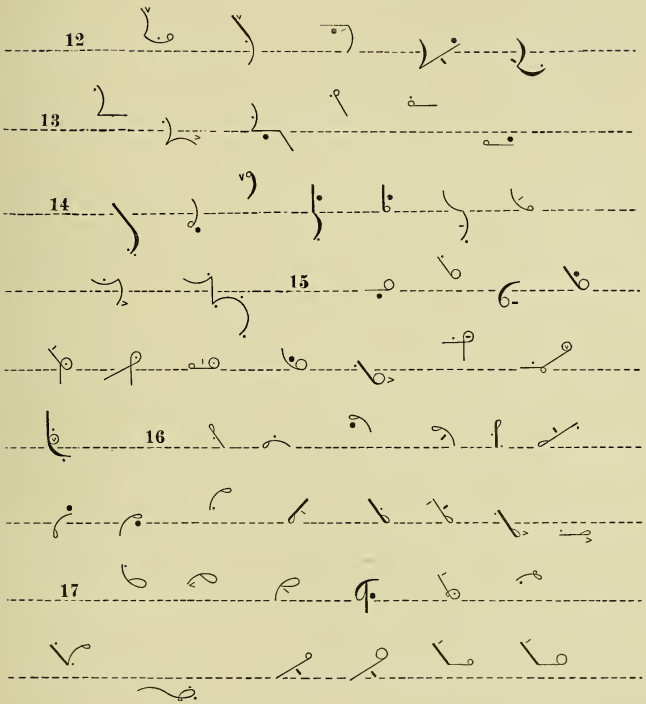
14 —When *s* or *z* is the final consonant sound and is followed by a vowel, use the consonant,  If the consonant sound is final, use the circle, 

15.—The double *s* circle is used at the beginning, middle, or end of words to represent any of the combinations, *ces*, *cis*, *ses*, *sis*, and *sus*. If an accented vowel is heard between the *s* sounds, it is vocalized *inside* the circle, 

16 17.—When *st* begins a word, or is used in the middle of a word, or an *st* or *zd* sound ends a word, use the *st* loop,  The *str* loop is used in the middle and at the end of words,  The plural is formed after *st* and *str* loops and double *s* circles by writing a small circle on the back of the consonant, 

LESSON 6.

READING EXERCISE.



LESSON 6.

WRITING EXERCISE.

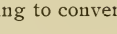
Science chaos says ask assume aside espouse escape zero also lass days daisy passes chooses basis paces pieces decisive exhaust steady styles steel state stood fast least must most cast faced invest best just lowest dusty assist stocks used master mixture texture investor investors paymaster possess possesses possessed resist necessity infused induce induced induces rest justify.

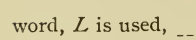
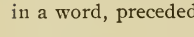
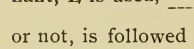
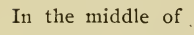
LESSON 6.

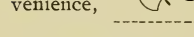
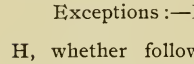
WRITING EXERCISE.

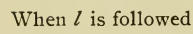
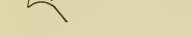
Sell boxes at cost. Resist sales if loss shows. Losses yesterday make most stocks seem less in size. Some test exposed it. Sell all cases at cost this week. Necessity justifies it. Show all styles. Such hasty excuses expose weaknesses. It possesses accuracy. Haste makes waste. Invest in stocks. They fixed it up. They announced visitors. Last invoice shows those items.

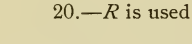
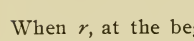
RULES FOR LESSON 7.

18.—SH is generally used at the beginning of a word for the *sh* sound, In the middle of a word SH or *SH* may be used, according to convenience, 

19.—When *l* is the only consonant sound in a word, or begins a word, *L* is used,  When *l* is the first consonant sound in a word, preceded by a vowel, and followed by a horizontal consonant, L is used,  When *l*, whether preceded by a vowel or not, is followed by a downward stroke, *L* is used,  In the middle of words, L or *L* may be used, according to convenience, 

Exceptions:—L is written after N and NG, and *L* after M and H, whether followed by a vowel or not,  When *l* is followed by M, and the M followed by P or B, L is used, 

20.—*R* is used when *r* begins a word unless the *r* is followed by M or H, in which case R is used,  When *r*, at the beginning of a word, is preceded by a vowel, use R unless the *r* is followed by Th, TH, CH, or J, when *R* is always used 

21.—When *sh*, *l*, or *r* is a final sound, use the downward stroke,  When *sh*, *l*, or *r* is a final consonant sound and followed by a vowel, use the upward stroke, 

LESSON 7.

READING EXERCISE.

LESSON 7.

WRITING EXERCISE.

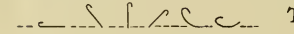
Law allow like look leave follow fully duly delay highly family bills files feels vessels avails alike always also although wisely follows sash tissue pulley arm argue early earliest reach rich reduce reduced reduces rage urge earth leaks fails ream rope ropes mislay bear berry door hurry carry secure weary thorough appears appeals lower daily earnestly territory outlook to-morrow customary hastily.

LESSON 7.

WRITING EXERCISE.

Urge early sales. They seem just alike, hourly or daily. Always reason wisely. Hurry up. Rush along. Push sales. Such failures alarm dealers. It appears wholly false. They occupy cheap rooms. All dealers desire best facilities. Remove empty boxes. They may resume business soon. They dislike delay. It became necessary since last week. Show itemized bill.

RULES FOR LESSON 8.

22-23.—The *l* and *r* hooks are written at the beginning of consonants, but read immediately *after* them. The *l* hook,  The *r* hook,

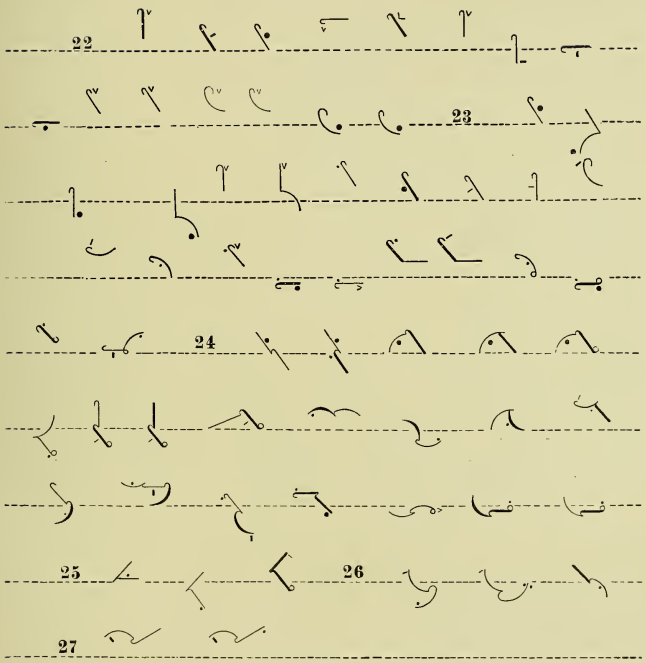
24-25.—An *l* or *r* hook may be joined to a preceding consonant. Where consonants form an angle, a small shoulder represents the hook,

26.—The last rule in the preceding lesson governing consonants, written upward and downward, apply to them when they have an *l* or *r* hook,

27.—The outline *Rl* is used when *rel* begins a word, and also at the end of an outline, whether the word ends with a vowel or not,

LESSON 8.

READING EXERCISE.



LESSON 8.

WRITING EXERCISE.

Play ply dry class classes claims press pressed prices place placed places please pleased pleases produce produced propose proposes clasp papers local proceed trouble proper properly protest simple sample imply grasp employs embrace impress impressed promise promises frame offers free through reply favors favorable labor label progress cheaper barrel nearly clearly liable shippers

LESSON 8.

WRITING EXERCISE.

Make papers payable to-morrow. Shippers seemed pleased. They nearly lost it. Be agreeable in manner. They make many errors. See claim file. Remove labels soon. Those trucks make trouble. Trust customers on small invoices. He impresses me favorably. We redeem all pledges. All business increased last month. They grasp such ideas. It promises success.

RULES FOR LESSON 9.

28.—For obtaining brief and more convenient outlines, *special* vocalization is used with consonants having an *l* or *r* hook. A small circle written *before* the consonant indicates a *long* dot vowel, , *after* the consonant, a *short* dot vowel, and is read *between* the consonant and hook. Dash vowels and diphthongs are written through the consonants, or at the end, that they may not interfere with a hook,

29-30.—The *s* circle may be written on the inside of all *l* hooks, and on the inside of *r* hooks on *curved* consonants, and is read first, On *straight* consonants an *s* circle, double *s* circle, or *st* loop is *closed* on the *r* hook side to imply the use of the *r* hook,

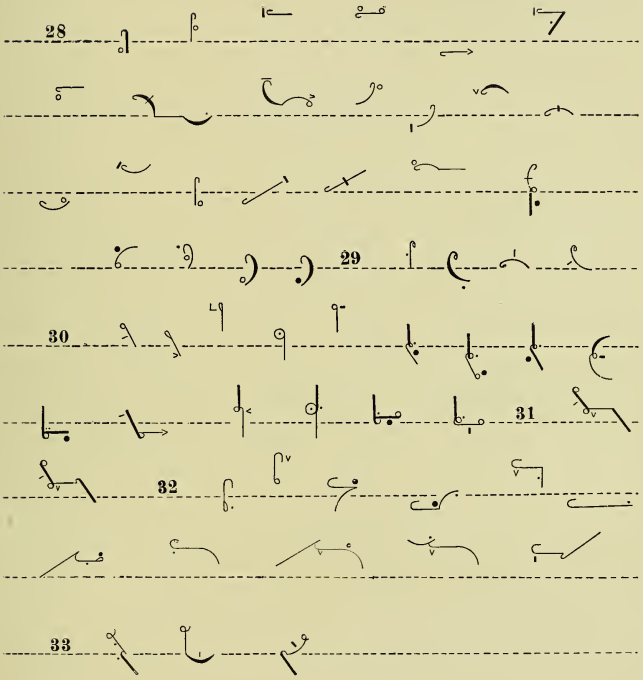
31.—The *r* may be omitted in such words as *subscribe*.

32.—A large initial hook, called the *w* hook may be written on the *l* hook side of any straight consonant,

33.—The syllables *en*, *in*, and *un* may be prefixed to any straight consonant that has an *s* circle on the *r* hook side ; also to any curved consonant that has an initial circle, by a small curve begun on the side opposite the *s* circle,

LESSON 9.

READING EXERCISE.



LESSON 9.

WRITING EXERCISE.

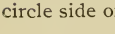
Dear tell care more nor sure wear zeal course rule roll their very courage sharp work mark endure sail assail settle satchel social summer civil supper supply sprig spruce display spring disable disclose disclaim useful peaceful disagree extra extremely express twice twist unscrew unsociable.

LESSON 9.

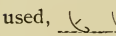
WRITING EXERCISE.

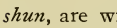
Destroy all telegrams. We request receipts. They disagree on extra prices. Wire more express calls. Such marks look coarse. Careless manners always displease. Ship near factory. Local supplies show small daily receipts. Decide on some useful rule. This settles my claim. Subscribers take books at reasonable prices. It requires more money.

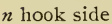
RULES FOR LESSON 10.

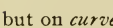
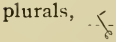
34.—The *f* and *v* hooks are small *final* hooks, written on the circle side of straight consonants, 

35.—The *n* hook is a small *final* hook, written on the *r* hook side of straight consonants. It is also a *final* hook on the inside of curved consonants,

36.—When the consonant sound is *final*, the hook is used. When the consonant sound is followed by a vowel, the consonant is used, 

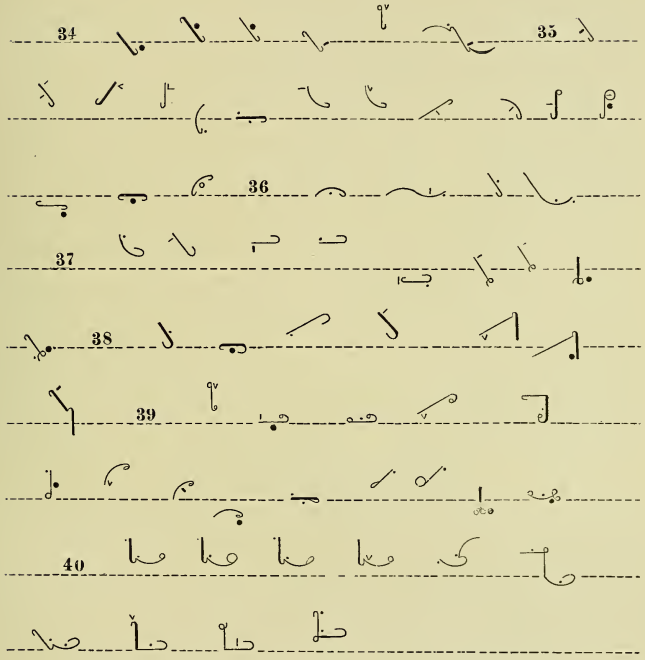
37.—The syllables *shun* (*sion* and *tion*) are indicated by a large *final* hook on the inside of curves, and on the *f* hook side of straight consonants, Words ending with *s* or *z* circle, followed by *shun*, are written with the *s* circle and the *ishun* curve, 

38.—The *ter* and *ther* hooks are large *final* hooks, written on the *n* hook side of consonants,  Final *der* is usually written D with the *r* hook,

39.—A small circle may be written on the inside of hooks to form plurals, The circles and loops are *closed*, finally, on the *n* hook side of *straight* consonants to imply the use of the *n* hook, but on *curved* consonants the circle is written on the *inside* of hooks,  The *s* circle is added to the *ishun* curve to form plurals,  Final hooks are used in the middle of words.

LESSON 10.

READING EXERCISE.



LESSON 10.

WRITING EXERCISE.

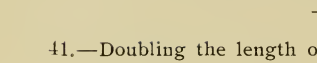
Brave brief bluff prove improve drive upon done ton then than open again train grain sustain outline man main pen penny many money option occasion notion action position decision possession better butter debtor creditors gather writer greater drives veins actions occasions plans chance chanced against lines loans positions decisions advance define occasional transactions directions attentions balance exceptions inspections expense extension reliable unreliable arrange.

LESSON 10.

WRITING EXERCISE.

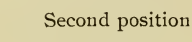
This plan requires proper attention. Patrons require all work properly done. Examine copy in my office to-morrow. They obtain better prices since removal. This decision settles all claims. Strong plans often fail. Furnish papers in my claim. Work properly done means work wisely done. No obligation in invoice values covers this remittance. Customers require full balance shown in receipts. Plenty means enough. Proceed along these lines. This serves all purposes.

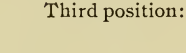
RULES FOR LESSON 11.

41.—Doubling the length of curved consonants adds *tr*, *dr*, or *ther*. The positions of horizontal double-length curves are the same as full-length consonants. 

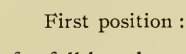
The positions of the downward double-length consonants are as follows:

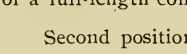
First position: Resting on the line,

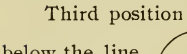
Second position: Half through the line, 

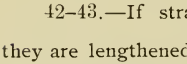
Third position: Two-thirds of the consonant below the line, 

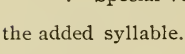
The positions of the upward double-length consonants are:

First position: Beginning one-third of a full-length consonant above the line, 

Second position: Beginning at the line, 

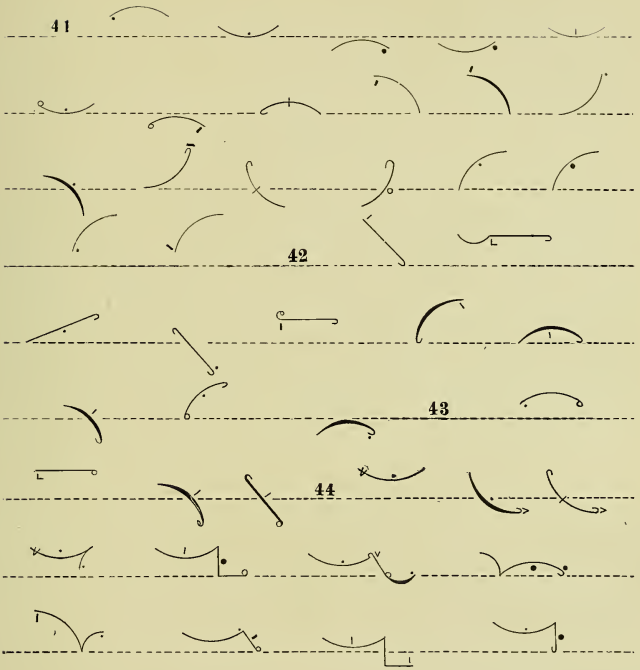
Third position: Beginning one-third of a full-length consonant below the line, 

42–43.—If straight consonants end with an *f*, *v*, or *n* hook, they are lengthened for *tr*, *dr*, or *ther*.  All final hooks are read before the lengthening principle. Final circles are read last.

44.—Special vocalization is read between the consonant sounds of the added syllable. 

LESSON 11.

READING EXERCISE.



LESSON 11.

WRITING EXERCISE.

Matter under enter neither after letter later alter orders undertake undertook pointer painter tender render remainder matters enters better gather planter printers enterprise center flatter encounter interfere interpose.

LESSON 11.

WRITING EXERCISE.

We receive orders by letter or telegram. Matters may improve later this month. They undertook it after showing better service. All printers make blunders. This shows enterprise. Display wares on open counters. Place this near center. You interfere in many matters. Make claim under signature. Order spring stock in winter. Render quick service. Fill grain elevators. No items enter into this.

RULES FOR LESSON 12.

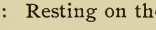
45.—All half-length consonants add *t* or *d* finally except *L* and *R*, which are half-length for *t* only, unless they begin with a circle, hook, or loop, or end with a hook.

The positions of oblique and perpendicular half-length consonants are:

First position: Half a full-length consonant above the line,

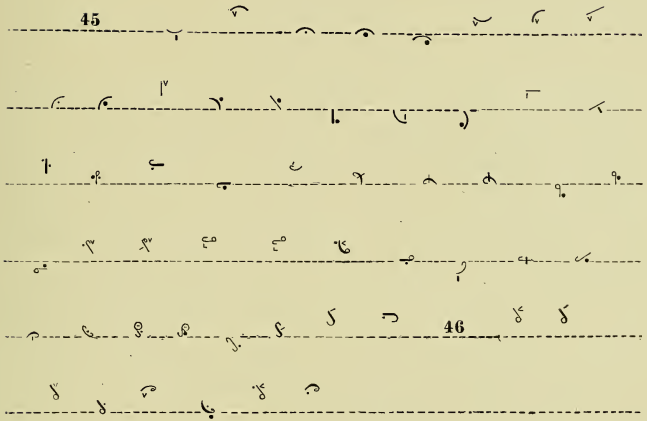
Second position: Resting on the line,

Third position: Just below the line,

46.—Final hooks are read *before* the added *t* or *d*.
Final circles and loops are read *after* the *t* or *d*. 

LESSON 12.

READING EXERCISE.



LESSON 12.

WRITING EXERCISE.

Note got get dates debts rates rents meets made let late wait offered dent sent freights trades quite proved gathered drafts bonds points sold stands slights put deeds east lands hands goods kinds.

LESSON 12.

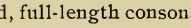
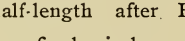
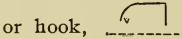
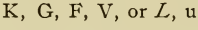
WRITING EXERCISE.

Make remittance by draft. They print such matters. You bought late goods. Avoid increasing expenses. They sold entire lot very easily. This put me in bad light toward patrons. Many doubt it. It occurred recently. Display goods later in season. Grant my favor. Local rates seem cheap. Send rate sheet. You wrote dates, debts, deeds, needs all alike.

RULES FOR LESSON 13.

47.—Half-length consonants may be written at the beginning, middle, or end of words,

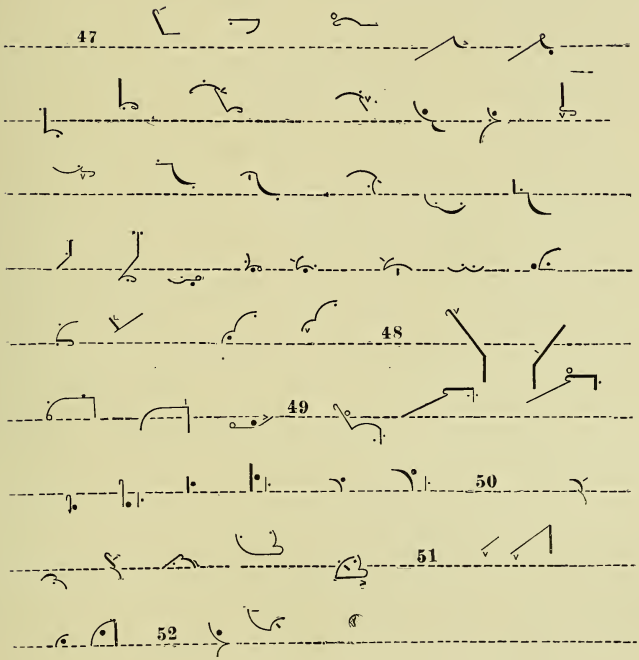
48.—A full-length and a half-length consonant must not be joined when both are straight, unless they form an angle. If no angle is formed, full-length consonants are used, K or G must not be half-length after F, V, or *L*, unless these consonants have a final circle or hook, or the K or G has an initial circle or hook, R must not be half length after K, G, F, V, or *L*, unless these consonants have a final circle or hook, or the R has an initial circle or hook,

49 50.—Final *ted* and *ded* are usually written half length,  They are detached when they follow a consonant written in the same direction, without final circle or hook,  Words ending in *dered* have the first syllable written half length followed by R half length,  When difficult to join the half length *est* to a final *n* or *shun* hook, it is written upward, 

51-52.—When *ld* or *rd* are the only consonant sounds in a word, full-length consonants are used, A half-length consonant for an *sh*, *l*, or *r* sound is written downward if the consonant is final, and upward if followed by a vowel.

LESSON 13.

READING EXERCISE.



LESSON 13.

WRITING EXERCISE.

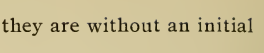
Received remained wanted improved invent demand claimed fitting rebate poisoned tendered bribed selected late rode hated obliged shipped wasted regret intend admit prevent cottage protect detach ventured looked failed led deeded voted refund blocked remit regard blamed prompt trusted ratify appointed detect thundered leaked appealed wrote treated squandered.

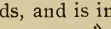
LESSON 13.

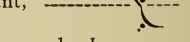
WRITING EXERCISE.

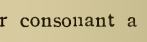
We extended credit. We waited all day. Report all statements received. No discounts promised lately. They rendered excellent service. More goods wanted right away. Dealers submit estimates on request. Include all items in last invoice. It indicates reason. Hold statement. We let all persons ride. It lacked merit. We judged their attitude by one act.

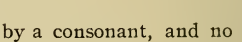
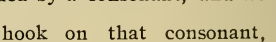
RULES FOR LESSON 14.

53-54.—H is omitted before P and B if they are without an initial circle, loop, or hook; also in the middle of words, and is indicated by a dot placed before the vowel preceding the consonant, 

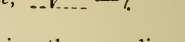
A downward tick prefixed to W represents the compound *wh*, 

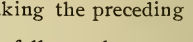
55.—When W or Y inconveniently joins another consonant a small semi-circle is used; for *W*, ; for Y, 

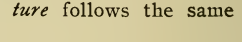
56-57.—When final *ly* or *ry* is preceded by a consonant, and no *distinct* vowel intervenes, use *l* or *r* hook on that consonant, In all other cases use *L* or *R* if *possible*, 

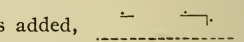
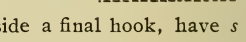
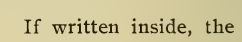
58-59.—Final *ty* is sometimes indicated by making the preceding consonant half length,  Final *ture* follows the same rule as *ter* in previous lessons, 

60.—The past tense of regular verbs is written as follows:

Full-length consonants are changed to half lengths, 

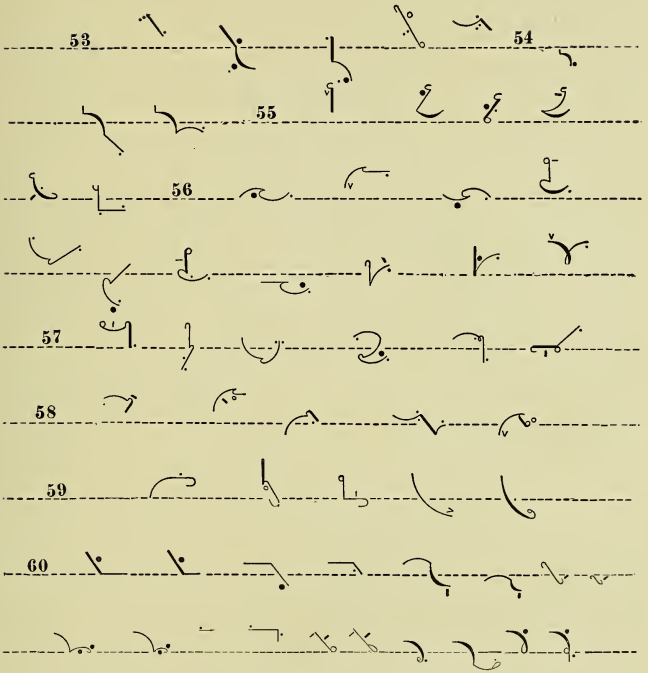
Half lengths to full lengths and *ted* or *ded* is added, 

Words ending with *s* circle, not written inside a final hook, have *s* circle changed to *st* loop,  If written inside, the hook is changed to a consonant with final *st* loop,

Words ending with *st* loop have the loop changed to *s* circle and *ted* added, Words ending with *str* loop have the loop changed to *s* circle and half-length T showing *r* hook added, Double lengths with final hooks are changed to half lengths and half length R is added,  Double lengths *without* final hooks are changed to full lengths and half-length Tr or Dr is added,  Words ending with double *s* circle have full-length T or D added, 

LESSON 14.

READING EXERCISE.



LESSON 14.

WRITING EXERCISE.

Perhaps habit adhere wheat whim wish wave wide Europe lovely bravely powerfully openly hopefully sundry machinery treachery berry mystery picture lecture fixture feature texture baked moved include proved fence fenced possessed wonder wondered elect elected squander squandered.

LESSON 14.

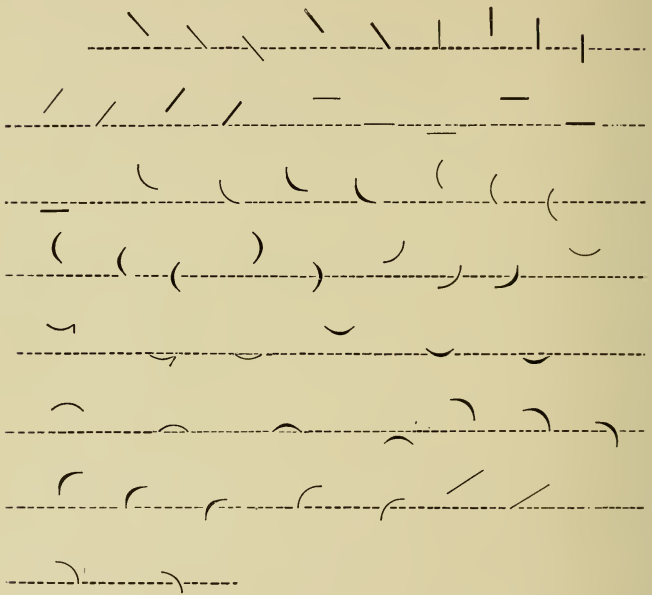
WRITING EXERCISE.

No margin calls likely in wheat circles. Waive all claims under this order. Patrons seem strongly disposed toward draft payments. They openly avowed it. It increases in width. They exercised good judgment. Watch all expenditures closely. It often happens. Perhaps habit makes it easier.

RULES FOR LESSON 15.

61.—The word-signs in the following reading and writing exercises correspond, and should be thoroughly memorized.

READING EXERCISE.



LESSON 15.

Word Signs.

WRITING EXERCISE.

Section 61.—Part plaintiff opportunity ob'ject but *or* object, what had *or* dollar do *or* defendant did charge which *or* change large advantage can come could go gave *or* together give *or* given form *or* half for have ever thank *or* hath worth think *or* youth that them with was these shall should usual *or* usually own now new *or* knew any long among thing from *or* time member *or* home he *or* him who *or* whom why when would beyond yet *or* young you *or* your *or* year well will are *or* our were *or* where *or* recollect her here *or* hear.

LESSON 15.

WRITING EXERCISE.

You should offer your new goods now. Large sums were spent among those we owe. Your terms should include full lines of credit. For whom did he go? Was he at home when you gave him his opportunity? This was found among the goods. Do dealers show any interest in these matters? To what part did plaintiff object? Defendant will change our charge. Do they recollect at what place the member was that year? No advantage was taken. The opportunity was his for what he had done. We usually require an advance payment of one dollar with new orders.

CIRCLE AND VOWEL SIGNS.

As..... has..... is..... his.....

an..... and..... a..... the.....

I..... of..... O.... oh... owe. } ..... owes.....

owing.....

DAYS.

Sunday..... Monday..... Tuesday.....

Wednesday..... Thursday..... Friday.....

Saturday.....

MONTHS.

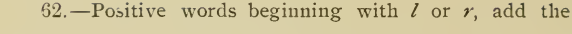
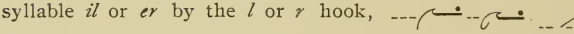
January..... February..... March.....

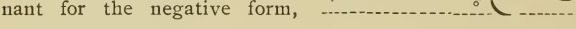
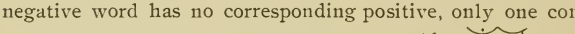
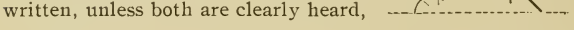
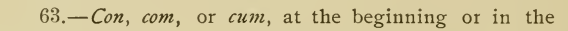
April..... May..... June.....

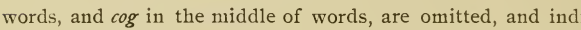
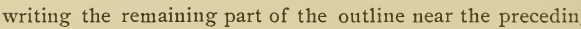
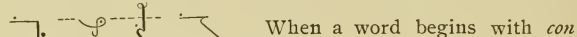
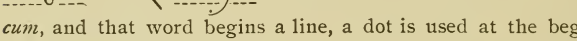
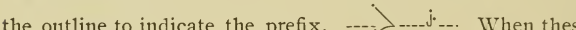
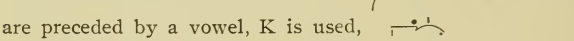
July..... August..... September.....

October..... November..... December.....

RULES FOR LESSON 16

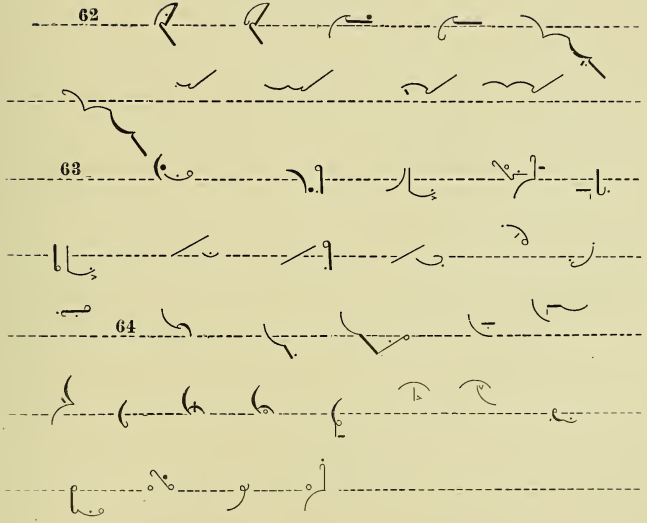
62.—Positive words beginning with *l* or *r*, add the negative syllable *il* or *er* by the *l* or *r* hook,  Positive words beginning with *m* or *n*, double the consonant for the negative form,  If a negative word has no corresponding positive, only one consonant is written, unless both are clearly heard,

63.—*Con*, *com*, or *cum*, at the beginning or in the middle of words, and *cog* in the middle of words, are omitted, and indicated by writing the remaining part of the outline near the preceding outline,  In a few such words the outlines are joined,  When a word begins with *con*, *com*, or *cum*, and that word begins a line, a dot is used at the beginning of the outline to indicate the prefix,  When these prefixes are preceded by a vowel, K is used, 

64.—The word-signs *for* and *with* are sometimes joined to words as first syllables. Their positions are then determined by the accented vowel,  In *forget*, *forgive*, and their derivatives, F is detached,  *Magna*, *magne*, or *magni* is indicated by writing M over the remaining outline of the word, *Self*, by an *s* circle on the line,  The remaining outline is joined if it begins with a downward consonant without an initial circle, loop, or hook,  *Un* is prefixed to *self* thus,  When a word begins with *self-con*, the dot is used, 

LESSON 16.

READING EXERCISE.



LESSON 16.

WRITING EXERCISE.

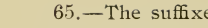
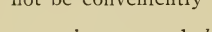
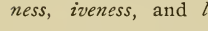
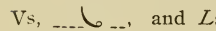
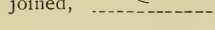
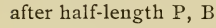
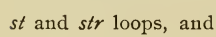
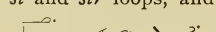
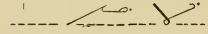
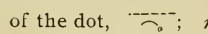
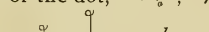
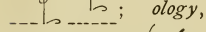
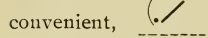
Legible illegible logical illogical literate illiterate reproachable irreproachable moderate immoderate legal illegal necessary unnecessary they–complain compel forbid magnitude self selfish withdraw contracts movable radical commission elsewhere commissioners useless.

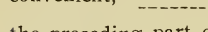
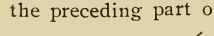
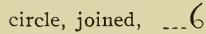
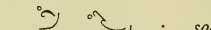
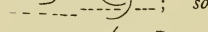
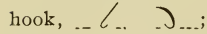
LESSON 16.

WRITING EXERCISE.

Legitimate sales show commission rates. Our cars are in good condition. The local company thinks sufficient evidence was presented. Meet competition, though loss attends. Such proceedings are uncommon. The committee will decide upon that matter. This will cause considerable extra expense. His self-possession is admirable. No illegal reports are filed here. The order was selfish. I expected an affair of great magnitude.

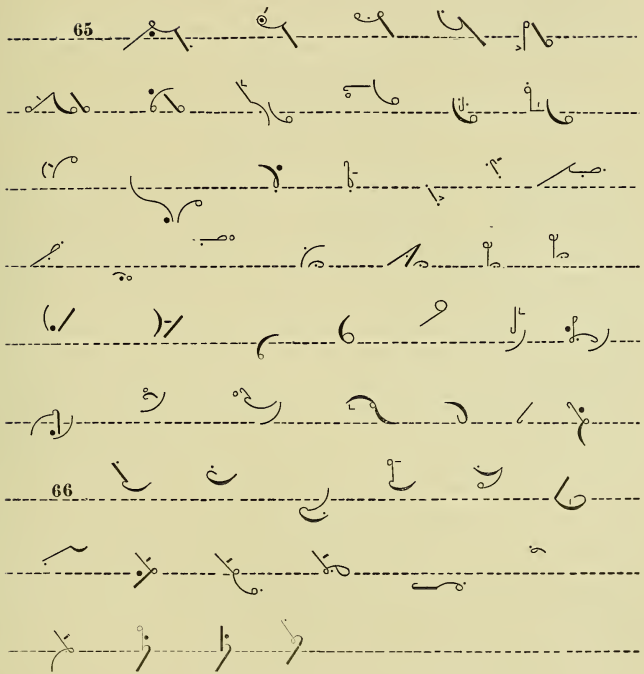
RULES FOR LESSON 17.

65.—The suffixes *ble* and *bly* are indicated by B when they cannot be conveniently written by Bl, ; *bleness*, *fulness*, *iveness*, and *lessness* by *detached* Bs,  Fs, Vs,  , and *Z*s,  ; *form* by F joined,  ; *ing* is indicated by a dot, and is used only after half-length P, B, M, H, and most word signs; also at the end of *st* and *str* loops, and *R* having an *f* or *v* hook, The plural *ings* is formed by a circle in place of the dot,  ; *mental* or *mentality*, by half-length Mn, detached,  ; *ology*, by J, joined or detached, whichever is more convenient,  ; *self*, sometimes by the *s* circle joined to the preceding part of the outline,  ; *selves*, by the double *s* circle, joined,  ; *ship*, by SH, joined or detached,  ; *soever*, by sV, joined,  ; *ever*, by the *v* hook,  ; the *v* hook on curved consonants is like the *shun* hook and is used in *whenever* and similar words; *worthy*, by TH, usually joined, but detached if more convenient, 

66.—Consonants may be omitted from the outline of words in the following cases: K or G after NG, unless the K or G is final,  ; a *t* sound after *s*, at the end of any syllable followed by a consonant,  ; P, not distinctly pronounced after M,  ; N, before Jr,  When in the middle of words it is inconvenient to write the *n* hook or the consonant represented by it, *n* is omitted,  ; *tial or tially* is usually omitted in words ending in *ntial* or *ntially*, 

LESSON 17.

READING EXERCISE.



LESSON 17.

WRITING EXERCISE.

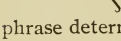
Forcible fashionable sensible saleableness reasonableness usefulness abusiveness carelessness casting holding theology themselves township praise-worthy banker angles postage prompt promptly essential-ly confidential-ly substantial-ly assignment attainment adjournment danger stranger passenger.

LESSON 17.

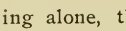
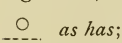
WRITING EXERCISE.

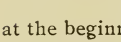
We sell at reasonable prices. It appears sensible. It looks reasonable. She looks fashionable. His thoughtlessness occasioned the error. Some regard it praiseworthy. The rules were decidedly instrumental in securing orders. Consider its suitableness. We allow postal charges. This includes townships beside the one you mention. They take adjournment at noon. Always be prompt with customers.

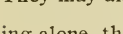
RULES FOR LESSON 18.

67.—The circle word-sign, *as*, *has*, *is*, or *his* is added to words *initially* or *finally*, and *us finally*, by the *s* circle, *has had* *for us.* All circle word signs and *us finally*, may be used between words,  *it has been*, *let us know.* The first word of a phrase determines the position of the phrase.

68.—Circle word-signs are joined to words beginning or ending with an *s* circle by enlarging the circle to double *s*. *has said.* Two circle word-signs may also be joined, forming a double *s* standing alone, the phrase beginning with *as* or *has* in first position, *as has*; *is* or *his* in third position, *is his.*

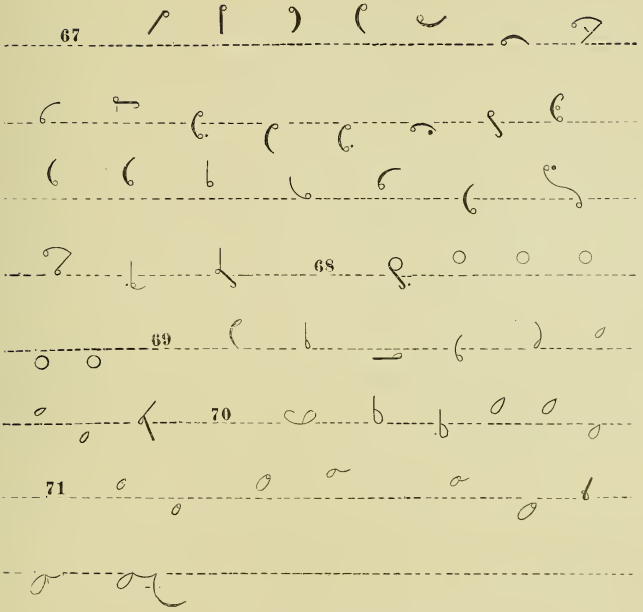
69.—*The*, *to*, or *it* is added to a circle word-sign or to an *s* circle at the beginning, middle, or end of words by changing the *s* circle to a *st* loop, *as to that*,  *which is to be*,  *takes the.* They may also be added to a circle word-sign forming a *st* loop standing alone, the phrase beginning with *as* or *has* in first position, *as it; is* in third position, *is it.*

70.—*There*, *their*, or *they are* is added by changing the circle to a *str* loop,  *it is there.* They may also be added to a circle word-sign forming a *str* loop standing alone, the phrase beginning with *as* or *has* in first position, *as they are; is* in third position, *is there.*

71.—An additional circle word is added to loops by turning an *s* circle inside the loop, if detached, and on the back of consonants having *st* or *str* loop, *as there is*  *against us.*

LESSON 18.

READING EXERCISE.



LESSON 18.

WRITING EXERCISE.

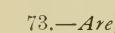
As large, as had, as they, as can, as usual, as well as, as your, has your, has had, has this, what has, what has been, is that, is your, is this, he is, which is, what is your, for us, for his, after us, as has, has as, is as, has his, is his, as the, has the, has to, as to, is the, is it, as to them, as to that, what is the, as there, has there, is there, what is there, as it is, is it as, has it not, is there nothing.

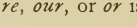
LESSON 18.

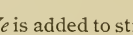
WRITING EXERCISE.

Improvement is shown in best lines. It is just as you said. Is there any likelihood of settlement? Which is the best? It is as profitable as it is agreeable. Discontinue those sales, as they are not in demand. It is just as good as yours. The competition is as usual in such lines. It is said they sold goods at cut prices. They should notify you as soon as there is provision made for it. Has his plan been accepted?

RULES FOR LESSON 19.

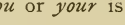
72.—*All* or *will* is added by the *l* hook, and is read immediately after the consonant, 

73.—*Are*, *our*, or *or* is added by the *r* hook, 

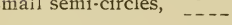
74.—*We* is added to straight consonants by the *w* hook, 

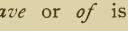
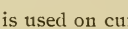
75.—*You* or *your* is added to consonants by the *y* hook or by small semi-circles,

76.—*Have* or *of* is added by the *v* hook,

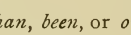
The *v* hook is used on curved consonants in phrasing, 

77.—*Than*, *been*, or *own* is added by the *n* hook,

The *n* hook is written inside a *ter* hook, and inside a *v* hook on *curved* consonants to add *than*, *been*, or *own*, 

78.—*There*, *their*, *they are*, or *other* is added to straight consonants by the *ter* hook, ; to straight consonants already having an *f*, *v*, or *n*, hook by lengthening,  , and to curved consonants by lengthening, 

79.—*The*, *to*, *it*, or *had* is added by writing the consonant half length,

80.—*After* is added by lengthening and the *f* hook, 

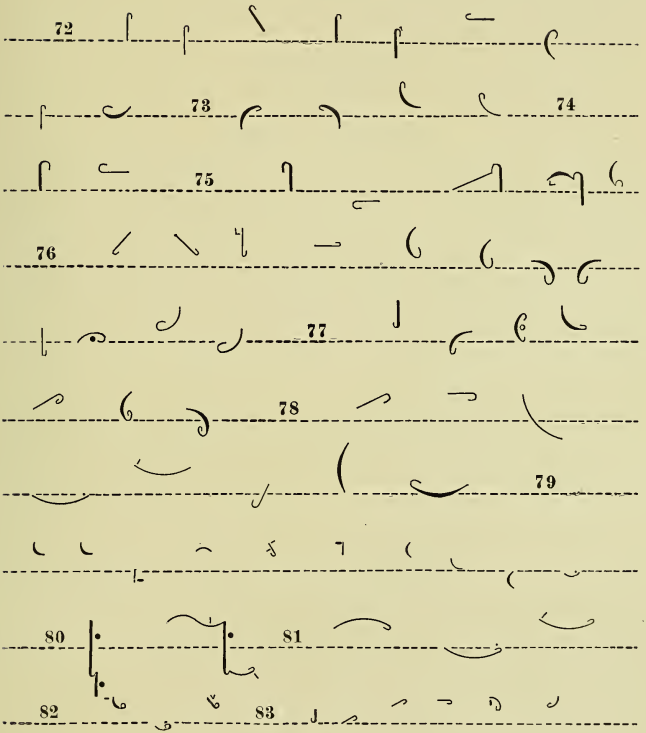
81.—*Another* is added by lengthening and the *n* hook,

82.—*Its* is added by writing the consonant half length and adding the *s* circle,

83.—*Not* is added by writing the consonant half length and adding the *n* hook,

LESSON 19.

READING EXERCISE.



LESSON 19.

WRITING EXERCISE.

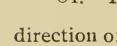
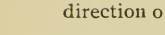
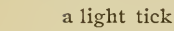
But all, by all, what will, should all, from all, all will, they are, for our, of our, which we, had we, do we, are you, did you have, charge of, can have, may have, would have, they have, to all, for all, will all, with all, who all, we are, to our, from our, from you, can you, can all there, in another, that they are, were not, will not be able to, each other, our own, which have been, they had, ought to, ought to be.

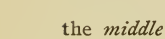
LESSON 19.

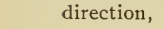
WRITING EXERCISE.

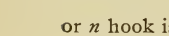
Final arrangements have been postponed. I do not know of anything that will interfere. He was given entire charge of their business. Keep a copy of the letters you send. Appearances are all in its favor. They have thoroughly mastered the details. We cannot judge of its merit. The goods were not stopped in transit. This includes our own stock. It was postponed to another time. It will cause dissension in their ranks. He was assured of all their support.

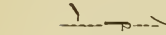
RULES FOR LESSON 20.

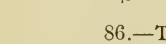
84.—I, in any part of a phrase, is written by a light tick in the direction of *R*, *A*, *an*, or *and* is phrased *initially* by a light tick written always in the direction of P,  ; but in the *middle* or at the *end* of phrases, the tick may incline in either direction,  Ticks do not govern positions. The *l*, *v*, or *n* hook is used on the I tick, 

85.—*The* is phrased, except initially, by a light horizontal or perpendicular tick when a half length or a *st* loop cannot be used,  The same tick is used *initially* for *he*,

86.—Ticks may be joined to circle word-signs and to each other, 

87.—The tick , *a*, *an*, *and*, or *the*, detached, is used in the place of the *ing* dot to indicate *ing a*, *ing an*, *ing and*, or *ing the*. The tick for *a*, *an*, or *and* is slanting,  ; for *the*, horizontal or perpendicular,

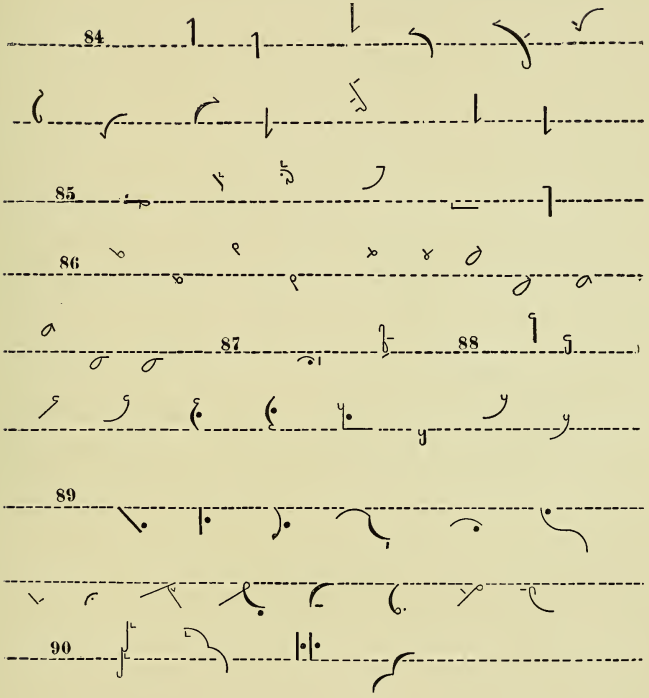
88.—*We*, *would*, or *way*, and *you* or *your* are phrased by small semi-circles when W or Y does not conveniently join, for W, and for Y, 

89.—*To* or *too* is indicated by writing the outline of the succeeding word below the line. A full or double-length consonant touches the line; a horizontal or half length is written the distance of a half length below the line, 

90—In such phrases as "from hour to hour," etc., *from* and *to* may be omitted,

LESSON 20.

READING EXERCISE.



LESSON 20.

WRITING EXERCISE.

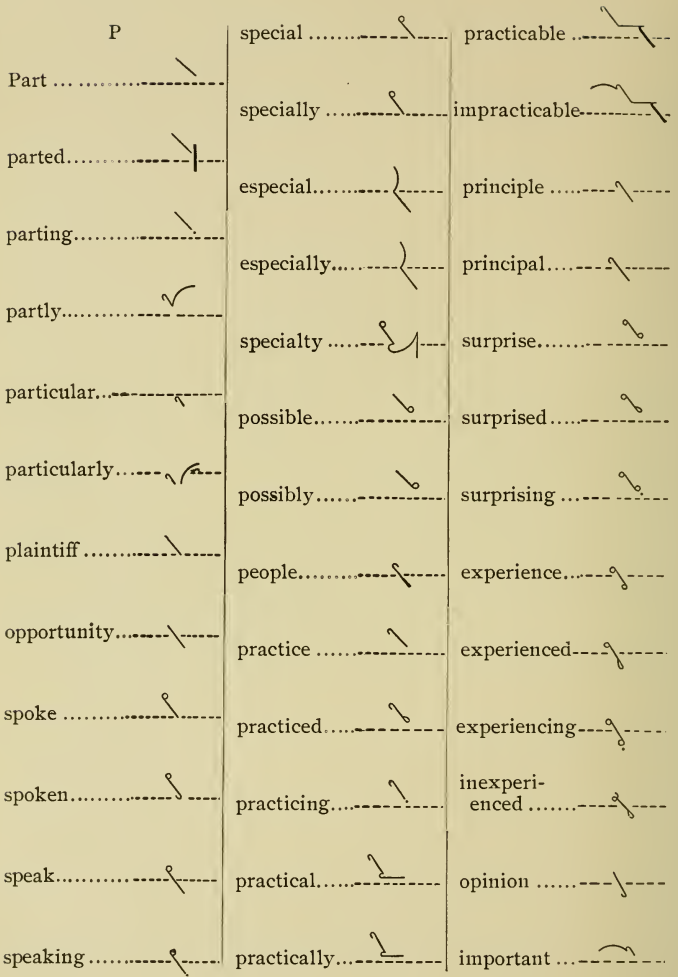
And that, and they, I am, I must, I can, I could, I had, I think, I saw, I shall, by a, in a, on a, from a, had a, was a, that a, with a, would a, and is, and as, as a, is a, as I, as to a, as to the, is to the, I did not, I do not, will not be, you do not, we do not, to be, too much, to let, to day, to make, to put, to say, from day to day, from time to time.

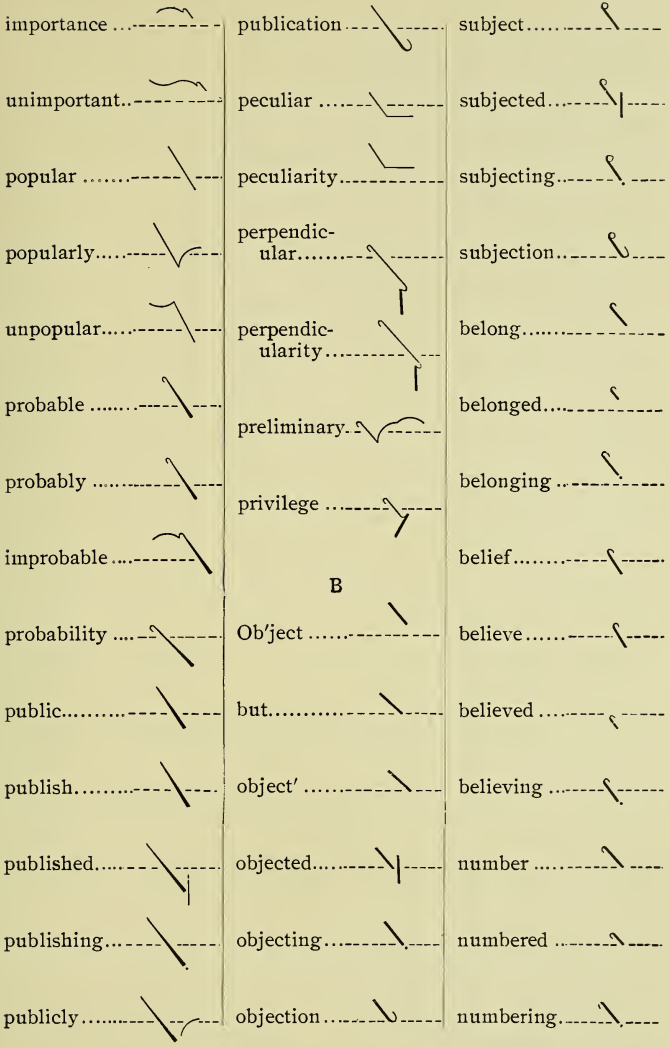
LESSON 20.

WRITING EXERCISE.

You cannot afford to make such statements regarding the goods. I thank you in advance. We hope it will be with your approval. He refused to grant the favor, and I ordered the policies canceled. I will not do it. He should consider that that point is to be protected. I hope to have you with us. It is a matter of mutual concern to all of them. I note the progress you are making. I will investigate after the charge is made. Provide against the possibility of a like occurrence.

WORD-SIGNS AND CONTRACTIONS.

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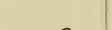
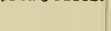
observation 

bankrupt 

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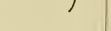
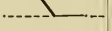
becoming 

became 

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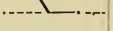
What 

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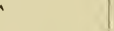
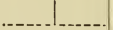
system 

truth 

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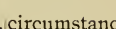
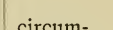
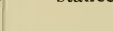
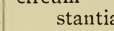
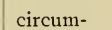
circumstance 

circumstanced 

circumstantial 

circumstantially 

citizen 

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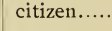
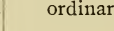
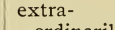
extraordinarily 

satisfactory 

satisfactorily 

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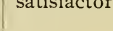
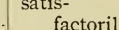
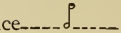
Had 

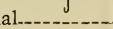
dollar 

do

doing 

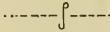
defendant

did

advertise 

advertised

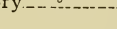
advertising

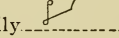
advertisement 

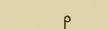
distinct

distinctive

distinction

distinguish 

deliver 

delivery 

delivering

delivered

deliverance

Doctor

during

dwell

dwelling

difference

different

differing

indifferent

develop

developed

development

discriminate

indiscriminate

domestic

CH

Charge

charged

charging

chargeable

which

change

changed

changing

changeable

children

J

Large

larger

largely

largest

junior

advantage

disadvantage

advantageous

general

generally

gentleman

gentlemen

intelligence

intelligent

intelligible

intelligibly

suggestion

K

Can

come

could

because

comes

Christian

describe

description

question

questioned

quarter

headquarters

difficult

difficulty

according

accordingly

county

capable

incapable

capability

collect

collected

collecting

collection

correct

corrected

correcting

correction

characteristic

cross-examine

careful

carefully

knowledge

acknowledge

acknowledgment

qualify

quality

G

Go

going

goes

gave

together

altogether

give

giving

given

signify

signified

signifying

significant

significa-tion

degree

language

govern

governed

governing

govern-ment

governor

began

begun

begin

beginning

beginner

F

Half

form

formed

forming

inform

for

informa-tion

reform

reforma-tion

first

fact

frequent

frequently

frequence

effect

effected

effecting

effective

familiar

familiarity

unfamiliar

influence

influenced

influencing

influential

swift

swifter

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swiftness

V

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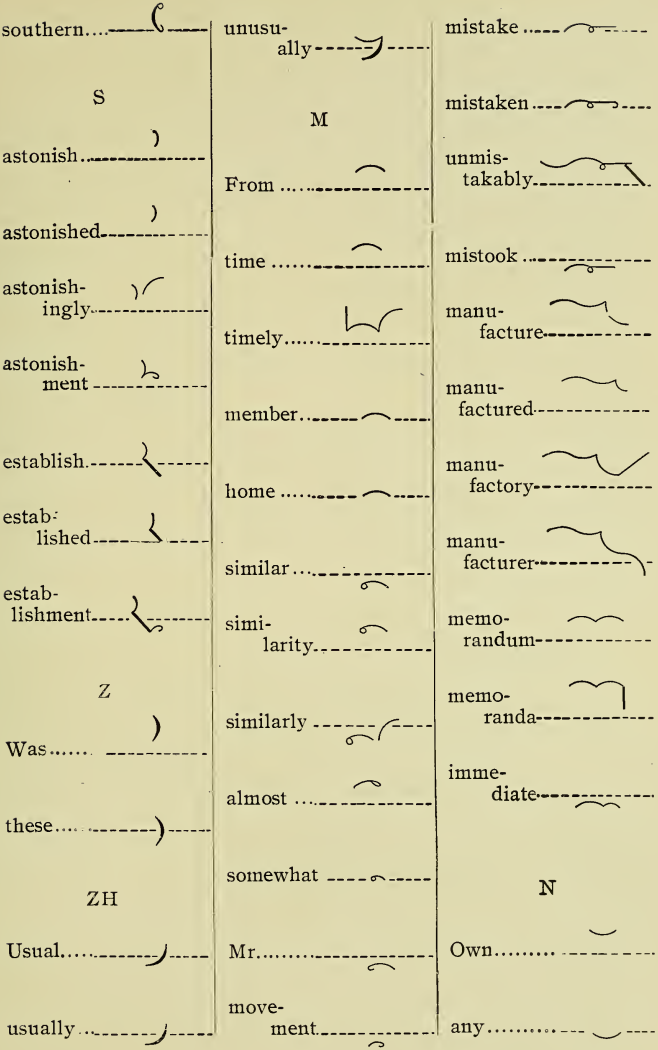

southern
S
astonish
astonished
astonish-ingly
astonish-ment
establish
estab-lished
estab-lishment
Z
Was
these
ZH
Usual
usually
unusu-ally
M
From
time
timely
member
home
similar
simi-larity
similarly
almost
somewhat
Mr.
move-ment
mistake
mistaken
unmis-takably
mistook
manu-facture
manu-factured
manu-factory
manu-facturer
memo-randum
memo-randa
imme-diate
N
Own
any

now

new

knew

insurance

next

another

entire

never

neverthe-less

New York

neglect

endeavor

indis-pensable

no, sir

NG

Long

longer

longest

among

amongst

singular

singularly

singularity

thing

something

length

lengthy

L

Well

will

willing

wilful

wilfully

health

healthy

help

already

legislature

R

Her

here

hear

swear

swore

sworn

remark

remarked

remarking

remarkable

remember

remembered

remembering

architect

architecture

architectural

aristocracy

aristocratic

R

Are

our

ourselves

were

where

wherever

somewhere

recollect

recollected

recollecting

recollection

refer

referred

referring

reference

world

worldly

regular

regularly

irregular

irregularity

represent

represented

representing

representation

responsible

responsibly

respon-
sibility

certificate

W

Why

while

when

whenever

would

wealth

wealthy

whether

Y

Beyond

yet

young

younger

youngest

your

year

United
States

yes, sir

H

He

him

who

whom

WORD-SIGNS AND CONTRACTIONS.

NOTE.—In the following sentences the Word-Signs and Contractions are Italicized. The shorthand outlines may be found on the eleven preceding pages. The hyphenated words are to be phrased.

NOTE.—Though not Italicized in the following sentences, the student will observe the contracted characters for *as*, *has*, *is*, *his*, *and*, *a the*, *I*, *owe*, *owes*, and *owing*, as shown in "Circle and Vowel Signs" on page 67.

Be *particularly careful* in-this-case.
I *described* the *characteristics* of-the *people.*
We *acknowledge that similar effects* may-be produced.
You-*gave*, *altogether*, more-than *half* the total amount.
It-is regarded as-a *significant fact* in-connection with-the deal.
We-are unable to-depend upon-the source of-our *information.*
I-am-not *familiar* with-the contents.
We took *over several* loads.
There-are *other* claims to-go on file.
It-is *usual among* officials.
Is-he a *member* of-the organization?
You seem to be *somewhat* doubtful.
It-is-a *mistake.*
You-*were mistaken.*
The *memorandum was* sent.
We furnished complete *memoranda.*
I-will forward the *insurance* policy.
That does-not *signify anything.*
We get wisdom *from experience.*
Another claim has-just *come* in.
Never mind about-the agreement.
They declined, *nevertheless.*
Do-not *neglect* this matter.
They consider the advice quite *indispensable* to-a conservative person.
How-*long did*-it take?

L. of C.

It took *longer*-than the *first* trial.
That-is very *singular*.
Something *will-have* to-be-done about-this.
Please *deliver during* absence of-the broker.
This is *probably* the *largest* one we-*have*.
Put-the goods in-store unless you-*think* otherwise.
No-doubt *he*-is-an *intelligent* man.
I-*do*-not like the *suggestion*.
There-is really no *question* about it.
It-is *according*-to-the records.
I *accordingly* adopt it as-a useful *thing*.
The *county* classified the *publication*.
He-is a *capable* man in commercial lines.
We *collect* bad debts.
I recommend that-you make *immediate* shipment.
Great *importance* attaches to-the indorsement.
Require *satisfactory* security.
I-am-glad you-*gave* such *satisfaction*.
He-is personally *responsible*.
You-*should* protect patrons in-the *production* and shipment of *new* goods.
There-was some *objection* to-the manner in-*which he-was* approached.
The *length* has nothing to-*do with* the width.
They *should*-be *well* along by-this-time.
Health and *wealth are* sources of happiness.
Why *was* this financial *help* refused?
I *remember* the *remark was*-made to-the *architect*.
They-*are our* collectors.
Where were-you at-*that-time?*
I recollect I-was somewhere *between New York* and Kansas-City.
You must-*have recollection* of-it.
I *refer* to-*your* letter.
I *referred* to-*your* telegram.
Referring to-*your* inquiry.
The course is *regular*.
We *have* no *representative* in Great-*Britain*.
The company holds the *certificate*.
It-is-not *yet beyond* recovery.
He-was surprised that-the *principal* and interest *are* still unpaid.
It-is *now correct*.
You *will probably hear-from* me again.

We *publish our-own* book.
We *refer* you to-the *public* statistics issued by-the *government*.
Yours is certainly a *peculiar* case.
I-*have*-the *privilege* of making all *preliminary* arrangements.
There-is-no-such *number*.
This *was before he became bankrupt*.
You decide *between them*.
It is *larger*-than required.
We *advertise largely* in newspapers and magazines.
It-is-a desirable piece of *property*.
They *should-have separate* and individual *support*.
I-saw-*him* the *next*-day, *which-was* the *first*-day *he-was* out.
Length lessens strength.
I-*shall do*-it as-soon-as-*possible*.
We *owe for*-the requisition.
We-cannot ship, *owing* to-a universal shortage of cars.
The abstract *was delivered when*-the lot *was* deeded to-you.
This *difficulty* is *becoming* very *frequent*.
It-*would*-be so under ordinary *circumstances*.
This affords you the desired *opportunity*.
It *should*-be *with-your* approval.
It-is hardly *possible* to-do-this at-the-same-time.
We *hear* of-this *from-time*-to-*time*.
Perhaps you-*will-have* to-disappoint the solicitor.
I-*believe* it-*was-your* intention to-withhold the premium.

Cost..... caused.....

traitor..... trader.....

train..... turn.....

gentlemen..... agent.....

poor..... pure.....

purpose..... propose.....

property..... propriety.....

proportion..... preparation.....

protection..... production.....

bright..... broad.....

before..... above.....

abandoned..... abundant.....

support.....

separate.....

situation.....

station.....

favored.....

favorite.....

valuable.....

available.....

interested.....

understood.....

easier.....

easily.....

WORDS DISTINGUISHED.

NOTE.—The Italicized words in the following couplets would have the same shorthand outlines were it not that they conflict, and often mislead the stenographer's judgment. It is, therefore, necessary to distinguish them by the designated difference in outlines. The respective shorthand outlines of the words distinguished may be found on the two preceding pages. Phrase the hyphenated words:

The extra *cost* was shown in-the invoice.
The delay *caused* inconvenience.
There-is-a difference between *poor* and *pure*.
I *purpose* going very-soon.
I *propose* to-prove it.
The *property* has-been sold.
He acted with *propriety*.
It-is-not out-of *proportion*.
We-are making liberal *preparation*.
We offer all necessary *protection*.
The *production* shows some increase.
We placed the *above* order *before* we heard from-ou.
We-have *abandoned* the idea.
The supply is *abundant*.
The *support* is-not ample.
We-will ship in *separate* lots
He *understood* you-are *interested*.
No *valuable* land is *available* in-this part-of-the country.
It-will-have-a *marked* influence on-our *market*.
On-the arrival of-the *train*, *turn* switch at-the third signal.
He-is *agent* for-the railroad and steamship lines.
These *gentlemen* were absent from-the meeting.
Bright men are-not always *broad* minded.
He applied at-the *station* for-a *situation*.
He-was *favored* because he-is-a *favorite* with-the president.
It-is *easily understood*.
It-is *easier* to interest him than you.

A.

Able to

about that

about which there

above all

after all

again and again

against us

all of

all right

all such

all the

all their

although there is

among all their

among its

among our

among us

and as there has

and as they are

and that

and they will be

and this

and yet

any other

any other time

anyone

anything about

anything else

anything less

are a

are all

as early as

as far as

as far as they

as far as will

as good as

as great as

as if

as lately as

as little as

as long as

as long as the other

as long as they are

as our

as soon as

as to

as we

as well as

as you

ask you

at all events

at all times

at another

at its

at once

at one time

at or

at some time

at that time

at this time

at the same time

at the time

at their

at their own

at your

B.

Be there

bear in mind

because they are

been the

been there

before and after

before another

before or after

before us

began an

begin their

between the

but little

but we

by its

by other

by that

by your

C.

Can that

can there be

can this

can we

can you

cannot say

certain extent

charge of their

circumstances of the case

common law

could have been

could there be

D.

day after day

day of the

day or two

day time

dear sir

defendant's counsel

did you have

did you have anything

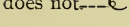
do we

do you believe

do you have

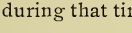
do you know

does not

during that time 

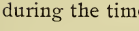
during the time

E.

Each other 

every one

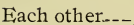
F.

Faster than 

fellow citizens

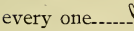
first time

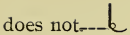
for instance

for its 

for that

for the purpose of

for the sake of the 

for their 

for which they are

from day to day

from hour to hour

from place to place

from time to time

from us

from week to week

G.

Good deal

great number of

great while ago

H.

Had a

had the

had there been

had they

had we

had you

half an hour

has it not

has that

has there been

have another

have seen

have there

he can

he could

he should

he was

he was there

here and there

House of Representatives

Houses of Congress

I.

I can

I could

I find

I have

I have not

I shall

I shall not

I should

I should not

I should not be

I suppose

I want it

I was

I was not

I will not

In consequence

in consideration

in its

in or about

in other words

in our

in point of fact

in reference

in regard

in relation

in separating

in some

in the time

in the world

in us

instead of

is it not

is that

is there

is therefore

it has been

it has not been

it is an

it is said

it is therefore

it was

it will be

it will not do

its own

J.

Just as

just as much as

just as well as

L.

Larger than

less than

let us

long after

long time

longer than

M.

May as well

may have

may have been

may have been there

mean to

more and more

more than

more than any

most likely

most of the time

Mr. Chairman

Mr. President

much more

much more than

must be

must have

must have been

must have been there

must not

my dear sir

N.

No one else

no, sir

not the

nothing else

now and then

O.

Of it

of its

of that

on its

on or before

on the contrary

on the other hand

on this

on us

once or twice

one of the

one or more

or as

or have been

or not

or other

or our

or the

or you-r

other than

other than that

our own

out of town

over and above

own a-n

P.

Part of a

part of the

party of the first part

party of the second part

per annum

per cent

plaintiff's counsel

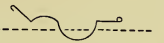
point of view

police court

Postmaster-General

postage-stamp

postal card

prima facie case 

pro rata

Q.

Quite certain

quo warranto

R.

Rather than

real estate

re-cross examination

re direct examination

S.

Secretary of State

Secretary of War

seems to be

seems to have

shall a

shall do

shall have been

shall not

shall not be

shall the

short time

should a

should have been

should not

should not be

since there is

so far as

so that

some one

some time

some way

such as

such other

such were

T.

Take care of

than a

than it

than the

thank you

that a-n

that has

that have

that is all

that is not

that is to say

that it

that it has not

that its

that that

that the

that there is

that they are

that was

that will

their own

there have been

there is

there is no

there were

there will

there will be

there would

they are

they have

they have been

they have been there

they have not

they were not

they were there

this date

this day

this evening

this morning

this time

to a

to all

to our

to an

to be

to get

to give

to go

to have

to it

to make

to reply

to the

to their

to use

too bright

too much

two or three

U.

Under a

under the circumstances

U. S. of America

U. S. Senate

U. S. Senator

unless there is

unless they are

up and down

up or down

upon the part of the

V.

Variety of

very lately

very little

very sure

very well

W.

Was a

was an

was another

was he

was he not

was it

was that

was the

was there

Ways and means

we are

we are ready

we believe

we find

we had

we have

we regard

we regret

we shall

we will

week after

were a

were it

were it not

were the

were they

where the

where we

where will

whether or not

which one

which were

which will not

which you have

why is it

why it is

why the

will be

will have

will the

will there not be

with all that

with all the

with reference

with regard

with relation

with respect

with us

without us

Y.

year or two

yes or no

yes, sir

you could

you had

you have

you knew

you should

your Honor

your own

ACCURACY AND SPEED.

At this point the student has learned the principles, the word-signs, and the phrases, and is prepared to acquire rapidity in writing, which is an important part of the shorthand writer's ability. Speed in writing cannot be acquired without a thorough knowledge of the words and outlines to be written. It is secondary to accuracy and is most readily gained by writing and reading the same matter repeatedly, until each word and phrase can be instantly written. Dictation in commercial correspondence will admit of no hesitation. Special care should be exercised in reading, the ability to do so being the most difficult to acquire. It is well to vocalize unfamiliar words, and words that may conflict in outline. The student should be careful in the formation of outlines and familiar with the contracted forms and phrases. A speed of one hundred and twenty-five words per minute is quite ample for commercial correspondence. Great importance attaches to typewriting, as the transcript is to be the completed work, embracing correct spelling, punctuation, capitalization, and the mechanical arrangement of the matter.

The following business letters and legal forms should be carefully learned, as in them are many terms with which the stenographer should be familiar.

BUSINESS LETTER No. 1.

CHICAGO, August 29, 1896.

MR. JOHN M. HARTWELL, JR.,

Davenport, Iowa.

DEAR SIR:

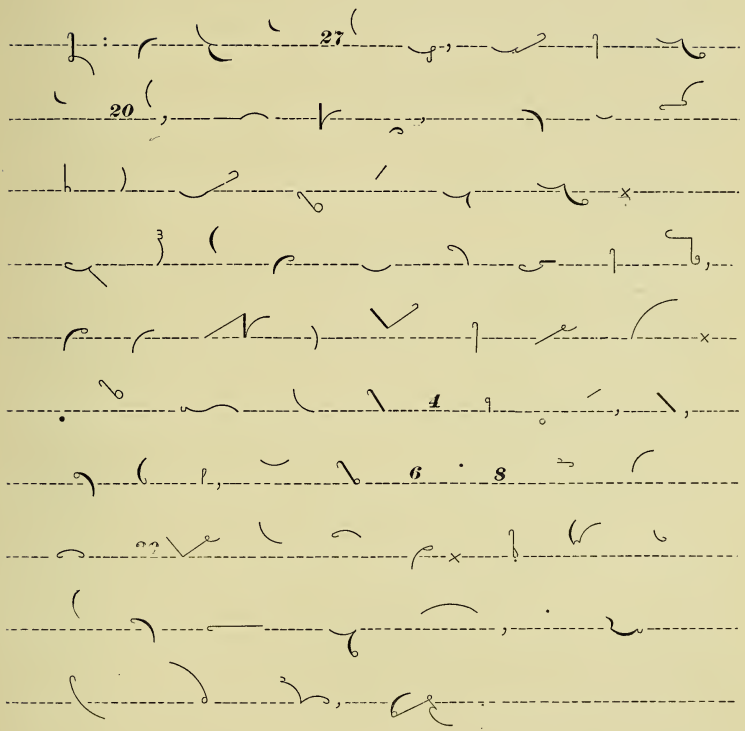
Your favor of the 27th inst., in relation to our invoice of the 20th, came duly to hand, and we note carefully what you say in reference to prices charged in that invoice.

In reply we would say that you are in error in regard to our quotations, as you will readily see by reference to our recent letter. The price you name for No. 4 straight is right, but, as we then stated, on No. 6 and 8 we cannot allow more than 20 per cent. off from our list.

Trusting that you will find that we are correct in this matter, and awaiting your further orders, we remain

Yours respectfully,

BUSINESS LETTER No. 1.



BUSINESS LETTER No. 2.

CHICAGO, August 29, 1896.

MESSRS. BAKER, YOUNG & CO.,

Louisville, Ky.

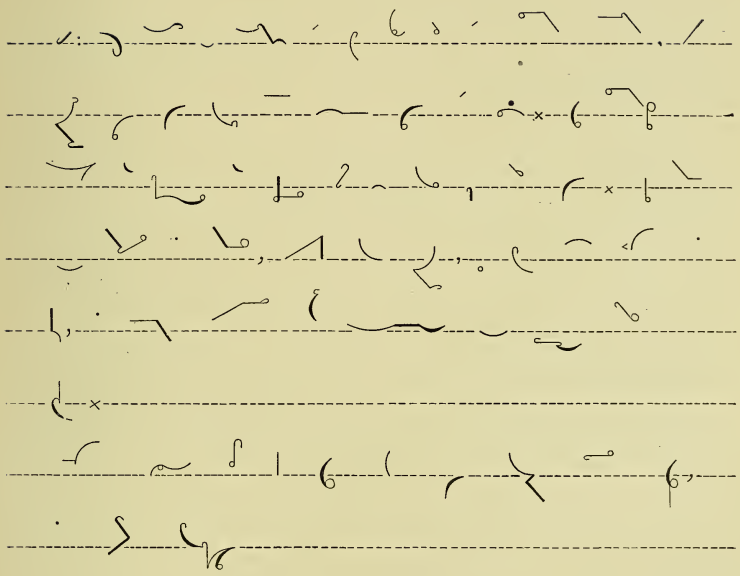
GENTLEMEN:

We have on hand in the neighborhood of 3000 lbs. of Scrap Copper, which we should be glad to sell you, if you can make use of same. This scrap consists entirely of the trimmings of the disks which you have made for us during the past year. It is packed in barrels and boxes, ready for shipment, is free from oil and dirt, and can be recast without undergoing any cleaning process whatever.

Kindly let us know at once what this is worth to you, F. O. B. cars, this city, and oblige

Very truly yours,

BUSINESS LETTER No. 2.



BUSINESS LETTER No. 3.

CHICAGO, August 29, 1896.

MR. GEO. BIRKHOFF, JR.,

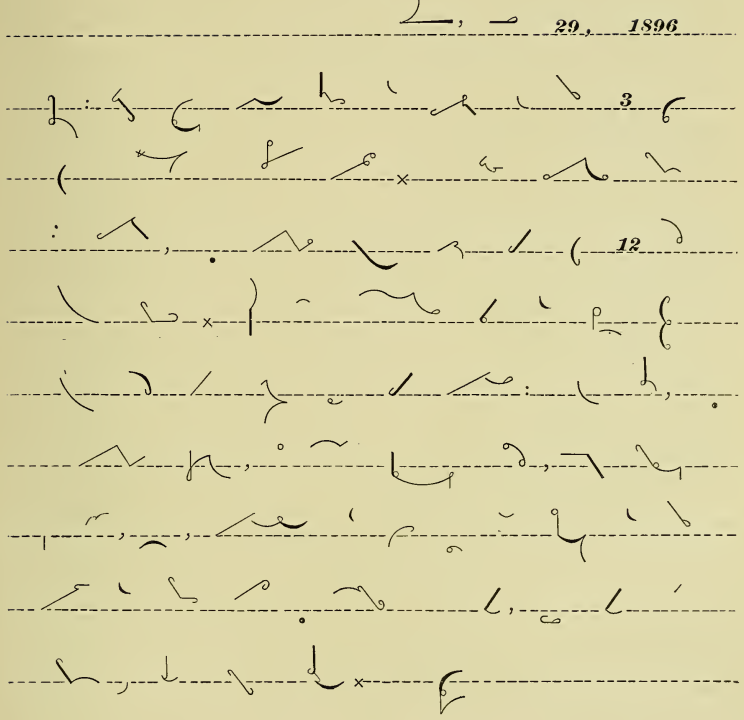
Pres., Chicago Real Estate Board.

DEAR SIR:

I have been using the rating department of the Real Estate Board for the past three years, with entirely satisfactory results. I have found the service prompt and reliable, the reports being rendered generally within twelve hours after application. Aside from the manifest advantages of the system, there is this further one which I feel is not generally recognized: If desired, the report itself, as from a disinterested source, can be presented to the landlord, who, recognizing that the lease is made on the strength of the past record of the applicant rather than the impressions of an agent, acquits the agent of blame should the tenant prove disappointing.

Yours truly,

BUSINESS LETTER No. 3.



BUSINESS LETTER No. 4.

CHICAGO, August 29, 1896.

MR. GEORGE E. FULLER,

Galena, Ill.

DEAR SIR:

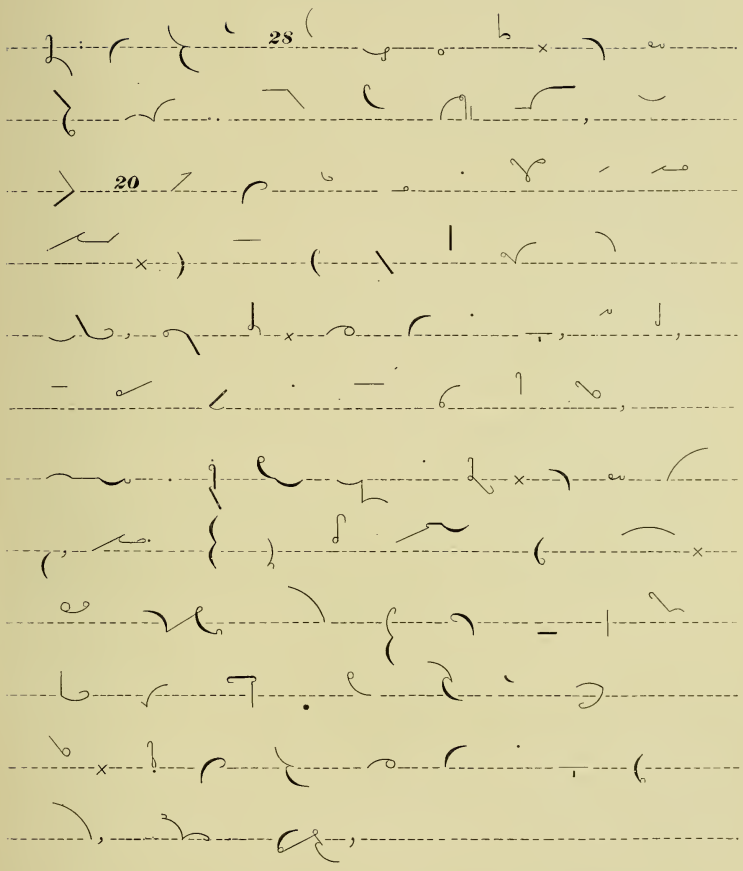
Your favor of the 28th inst. is at hand. We send you by this mail a copy of our illustrated catalogue, on page 20 of which you will find cuts and price-list of articles required. These can either be had separately or in combination, as may be desired.

Messrs. Young & Co., of your town, act as our agent, and can sell at our prices, making you a considerable saving in time and transportation. We sent your letter to them, requesting that they see you at once regarding this matter. As soon as we receive your order through them, we will give it prompt attention and will guarantee the safe arrival of the machine and parts.

Trusting you will favor Messrs. Young & Co. with your order, we remain

Yours respectfully,

BUSINESS LETTER No. 4.



BUSINESS LETTER No. 5.

CHICAGO, August 29, 1896.

MESSRS. WHEELER & CO.,

Jackson, Mich.

GENTLEMEN:

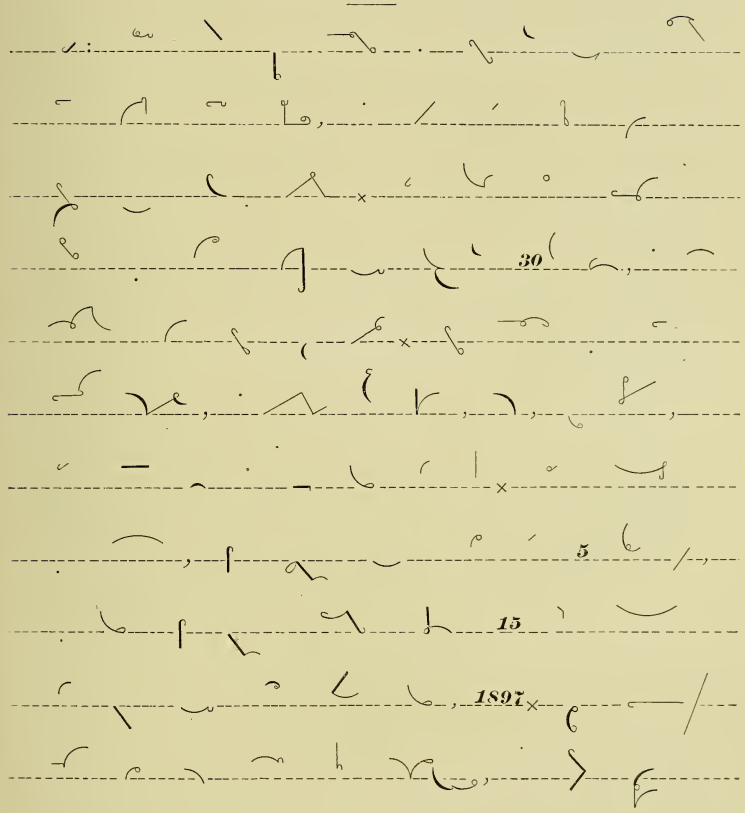
I have sent you by to-day's express a proof of the new sample card, lettered according to your instructions, and which I trust will please you in every respect. I have followed as closely as possible the lines laid down in your favor of the 30th ult., and am myself well pleased with the result. Please examine the card carefully when received and report without delay, when, if it is satisfactory, I will go ahead and get the first lot out.

As I understand the matter, delivery is to be made in lots of 5000 each, the first delivery to be made on or before December 15, and the entire lot to be in your hands January 1, 1897. Is this correct?

Kindly let us hear from you at your earliest convenience, and oblige

Yours truly,

BUSINESS LETTER No. 5.



BUSINESS LETTER No. 6.

CHICAGO, August 29, 1896.

MR. WILLIAM C. JOHNSON,

Milwaukee, Wis.

DEAR SIR :

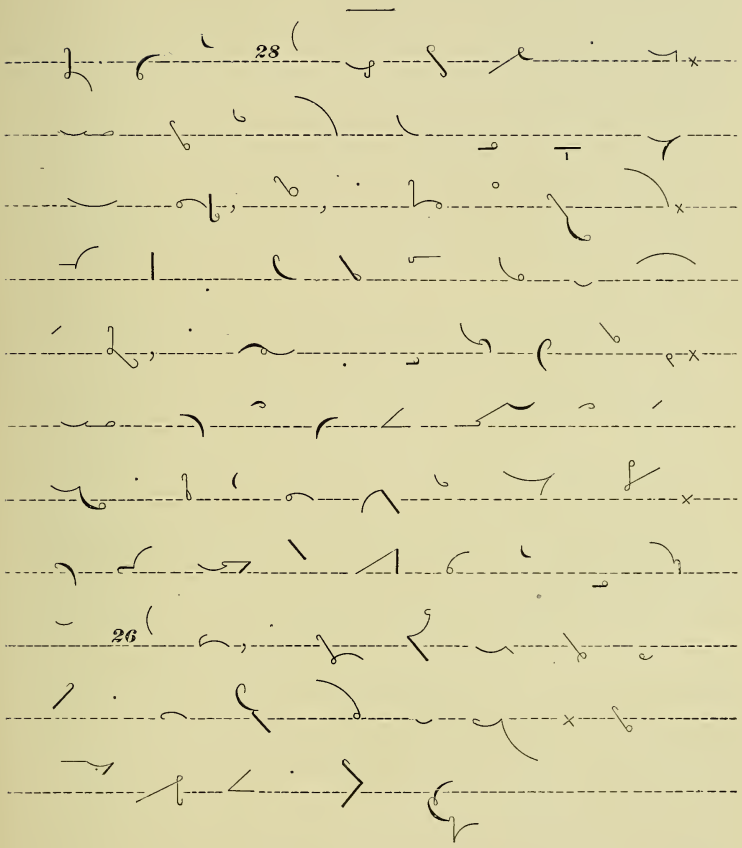
Yours of the 28th inst. has been received and noted. Enclosed please find order for goods to go to New York under same conditions, prices, and terms as previous order. Kindly do the very best you can for us in the matter of transportation and hasten the goods forward with all possible speed.

Enclosed we hand you check covering amount of invoice, and trust that the same will be found entirely satisfactory. We are greatly encouraged by ready sale of the goods ordered on the 26th ult., and presume we shall be in a position to send larger and more valuable orders in the near future.

Please acknowledge the receipt of check, and oblige

Yours very truly,

BUSINESS LETTER No. 6.



BUSINESS LETTER No. 7.

CHICAGO, August 29, 1896.

MESSRS. H. J. HARRIS & SONS,
Chicago, Ill.

GENTLEMEN:

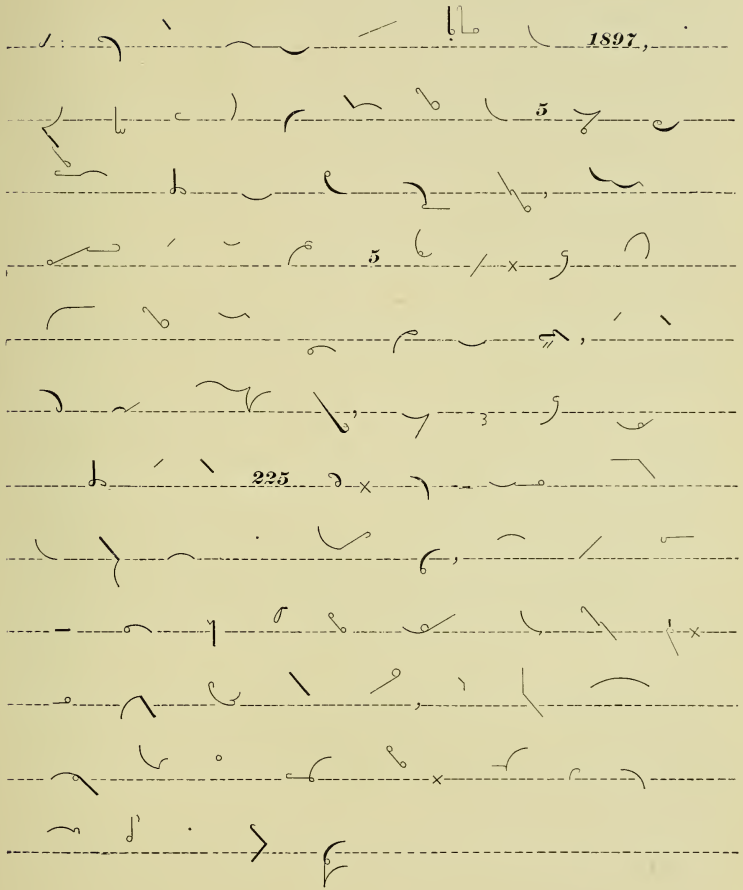
We are about making our advertising contracts for 1897, and should be pleased to have you quote us your bottom price, for five inches single-column advertisement in several weekly papers, having a circulation of not less than 5000 each. We should also like price on a similar list in Great Britain, of about 100 monthly publications, in which we would wish to insert advertisement of about 225 words.

We enclose copy for both home and foreign use, from which you can get some idea as to the space necessary for a proper display. Cuts will be furnished by ourselves, and the type matter must be followed as closely as possible.

Kindly let us hear from you at once, and oblige

Yours truly,

BUSINESS LETTER No. 7.



BUSINESS LETTER No. 8.

CHICAGO, August 29, 1896.

MR. HENRY L. JACKSON,
G. F. A., L. E. & M. C. R'y,
Chicago, Ill.

DEAR SIR:

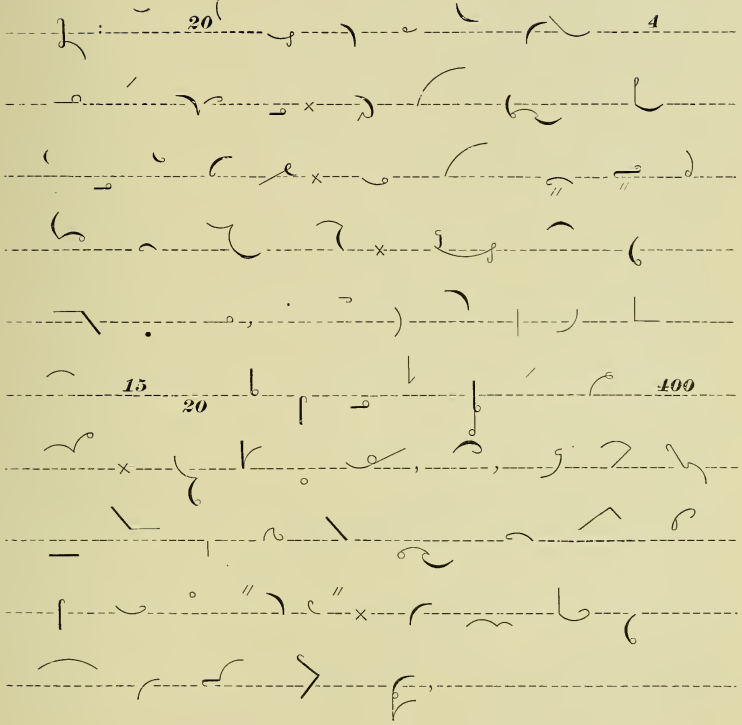
On the 20th inst. we sent via your company four cases of woolen goods. We have a letter this morning stating that the goods have not yet been received.

In his letter Mr. Graves says that he has heard nothing from them. We do not understand how this can be the case, and cannot see why it should take from 15 to 20 days to deliver goods at a distance of less than 400 miles. If this delay is necessary, however, we should much prefer to go back to the old-fashioned but seemingly more rapid style of delivery known as "Way Freight."

Your immediate attention to this matter will greatly oblige

Yours truly,

BUSINESS LETTER No. 8.



BUSINESS LETTER No. 9.

CHICAGO, August 29, 1896.

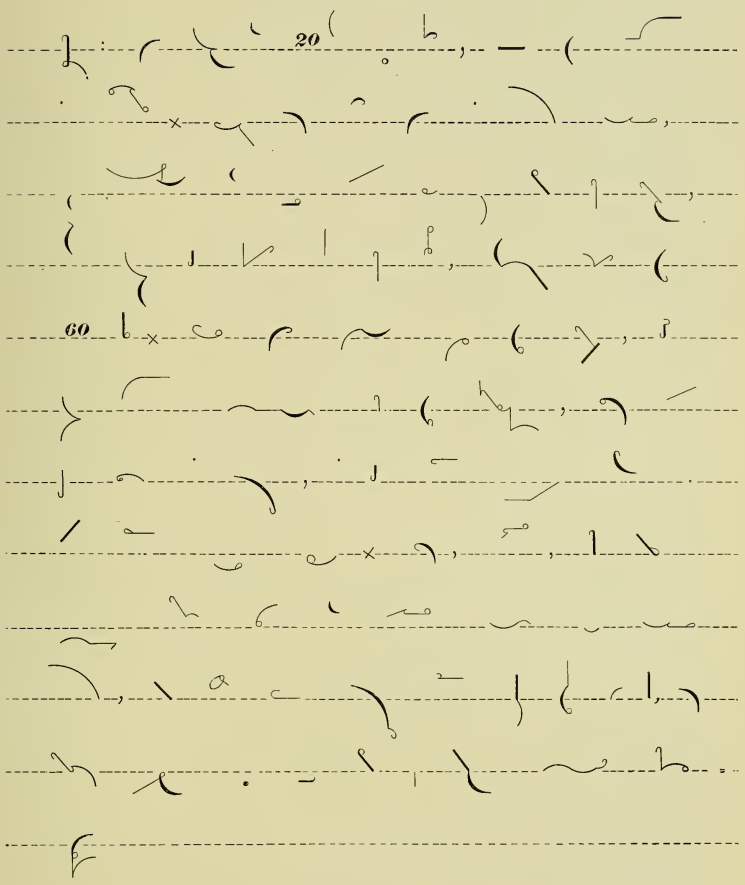
CHARLES D. WOOD, ESQ.,
Paterson, N. J.

DEAR SIR:

Your favor of the 20th is at hand, together with catalogue and samples. In reply we hand you an order enclosed, with the understanding that the goods are sent to us subject to our approval, and that if they do not turn out to our satisfaction, they may be returned within 60 days. Unless you are willing to allow us this privilege, we do not feel like making a trade with you at the present time, as we are between summer and winter, and do not care to carry over a large stock to next season. We will, of course, do our best to make a prompt sale of the articles named in the enclosed order, but as it is a question whether or not we can do so at this late day, we prefer to receive the goods subject to the above mentioned terms.

Yours truly,

BUSINESS LETTER No. 9.



BUSINESS LETTER No. 10.

Chicago, August 29, 1896.

James G. Field, Esq.,

Cincinnati, O.

Dear Sir :

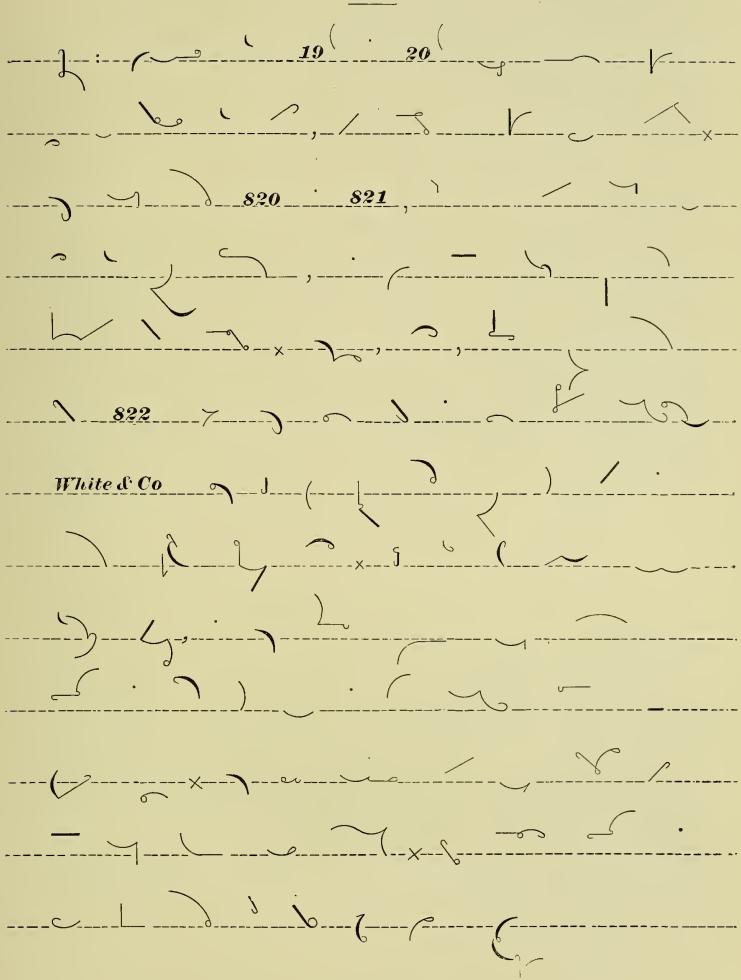
Your communications of the 19th and the 20th inst. came duly to hand in the absence of the writer, which explains the delay in our reply. We have entered orders 820 and 821, and the goods are now in the hands of the shipping clerk, and will go forward to-day or to-morrow by express. We must, however, decline to fill order No. 822, until we have some better and more satisfactory information concerning White & Co., as we do not think it would be wise to ship so large an order to a comparatively strange house. We do not find their rating in any of the commercial agencies, and would ask you to look into the matter carefully and wire us any and all information you can get with reference to same.

We send you enclosed our new price list, which will go into effect next month.

Please examine carefully and only take orders upon the basis of this list.

Yours very truly,

BUSINESS LETTER No. 10.



BUSINESS LETTERS.

The following letters are from representative business houses of Chicago. They are a valuable feature of this book, as they cover correspondence in mercantile, manufacturing, board of trade, real estate, railroad, and publishing lines.

CHICAGO, 1898.

DEAR SIR :

Referring to your letter of the 28th inst., inquiring for our prices and terms, we take pleasure in mailing you to-day the last issue of our catalogue. Our terms for approved credit are 30 days net less 1% discount in 10 days. As we are very desirous of placing your name upon our books, we will offer to date your bill October 1. The reputation of our goods is well known to you, and we feel sure that if you favor us with your orders our business relations will be mutually pleasant and profitable.

Thanking you for writing us, and awaiting your valued orders, we remain

Yours respectfully,

CHICAGO, 1898.

DEAR SIRS :

Replying to your inquiry as to our present price for Coal F. O. B. vessel at Buffalo, we beg to name you : Broken, $5.25 ; Egg, Stove and Chestnut, $5.50 per gross ton of 2,240 lbs. Terms : 30 days from date of B. L.

The present rate of freight from Buffalo to Chicago is 30c per net ton of 2,000 lbs., which delivers the coal alongside your dock in this city free of any expense to vessel for unloading.

Should you favor us with your order, kindly advise whether we shall insure for your account, or whether you will attend to this matter.

Yours truly,

CHICAGO, 1893.

DEAR SIR :

Car went to the C. B. & Q. at Peoria 3/10, back 3/11. No delivery reported. Car returned from the C. B. & Q. at Peoria 3/29. Please see what you can find about six boards in side broken, two wrong brake hangers, two heads and two shoes.

Yours truly,

CHICAGO, 1893.

DEAR SIR :

Above car was at Des Moines Jan. 9th, with three wooden brake beams, six foreign brake shoes, four of them marked "F. S."

Car came to us from the B., C. R. & N. at Muscatine on Jan. 5th, and moved straight to Des Moines. It must have had these defects when it came on our line.

Do you know anything about this, and did car carry card for defects?

Yours truly,

CHICAGO, 1893.

DEAR SIR :

Enclosed find attached papers with Mr. Dunham's letter of April 20th, enclosing our Feb'y bill against the M. D. T. Co., amounting to $13.46. Corrected bill, amounting to $12.41, is also enclosed.

We have had no notice that M. D. T. cars were controlled by the N. Y. C. & H. R. R., as M. C. B. rules say cars must be treated according to the initials they bear, and we have been treating these as individual cars.

The parts repaired, as per bill, gave out under fair usage.

Yours truly,

CHICAGO, 1893.

DEAR SIR:

Enclosed herewith you will find nine cards, memos. from bills of Cudahy Packing Co., supported by cards issued at Omaha. You can see the movement of each car and our inspectors' reports on defects.

You said whenever we had any of these bills to send them to you, as you might be able to have them cancelled. See what you can do in these cases, and let me have the cards back as soon as possible.

Yours truly,

CHICAGO, 1893.

DEAR SIR:

Herewith all papers with yours of Apr. 28th and blotter against American Coal Co., amounting to $4.54. These repairs did not cost us $4.54. As I cannot show the items to make the amount mentioned, I have shown the amount in total on the blotter.

Did you intend me to retain these papers? I note your letter reads, "Papers, authorizing charge, on file in your office." I suppose it was an error in the print, "your" being intended for "our."

Yours truly,

CHICAGO, 1898.

DEAR SIR:

We have received your favor of the 28th inst., in reference to communication received from the S. A. Sawyer Manufacturing Co., of St. Paul, Minn. We know nothing of what they term "Coe" Singletree. As the season is now over for this class of goods, we do not believe it would be worth while to send the branches a letter in reference to same.

We send you circular letter No. 69, and ask you to note the discount allowed.

Yours truly,

CHICAGO, 1898.

DEAR SIR:

Your account, amounting to $529.60, is now past due, and we must ask you to remit at once or pay our sight draft July 24, which will be forwarded through Chicago National Bank for collection.

Yours very truly,

CHICAGO, 1898.

DEAR SIR:

Replying to yours of the 8th inst., we note that by the 20th of next month you mean to redeem from the tax sale referred to in our letter of the 28th ult. We do not know that the mortgagee will consent to any such delay, as the matter has already gone long beyond the time that it should. We will say, however, that if he will consent to wait until April 20th, and the sale has not at that date been redeemed, you may expect foreclosure proceedings to be at once begun.

Yours truly,

Dict. E. M. S.

CHICAGO, 1898.

GENTLEMEN:

Replying to your favor of the 15th inst., we note that Mr. Kline, in case the Peterson sale is made, desires to have the notes for the purchase money payable to the order of the maker, and by him endorsed and delivered. We shall, of course, do as you direct in the matter.

We have obtained from the *Chicago Legal News Co.* a copy of the Acts of the last session of the Legislature, and send the same to you, for Mr. Kline. We have marked therein the portions pertaining to the present tax law on real estate.

Yours truly,

Dict. E.M.S.

CHICAGO, 1892.

DEAR SIR:

Acknowledging receipt of your very kind letter of the 12th inst., we judge from the number of the stove that you want a Royal Jewel Base Burner for wood, as per enclosed cut. We do not ship stoves C. O. D., but are pleased to name you a net price on the stove of $23.00 on board cars from Chicago.

If this is not the stove that you mean, will you kindly state just what the stove looks like, and if it is possible we will get it for you. We have never made a No. 323 in a heating stove except like the cut enclosed.

When you send order for stove, kindly enclose check or post office order to cover the amount, and we will make prompt shipment.

Hoping to hear from you in the near future, with an order for one of these stoves, for which we thank you in advance, we remain

Yours very respectfully,

CHICAGO, 1894.

GENTLEMEN:

At this time of the year there is always more or less call for a good Bituminous coal which can be sold to your customers at a very cheap price. We offer you our Claire coal as a grade that will exactly fill the bill. This coal mines large and is screened absolutely clean. It is cheap and the most economical coal you can handle. We quote you $1.10 at the mines. The rate to your station from the mines is $2.63.

We also would be very pleased to quote you prices on the highest grade Scranton, Lackawanna, or Lehigh Anthracite, Hocking, Wilmington or LaSalle.

Kindly make your wants known, and give us a chance to quote you.

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

Your esteemed favor of the 27th inst. at hand, and in reply would say it gives us pleasure to quote you from our general line a discount of 25% net 4 months, 25 and 5% net 30 days, 25 and 6% net 10 days on everything except a few special articles, as per enclosed list, on which the prices mentioned in list are net 30 days, subject to 1% cash 10 days.

We should be pleased to have you handle our line, as we feel sure it will give you entire satisfaction, and we are confident you will find our prices and terms as good as any on the market, quality considered.

Trusting we may be favored with at least a share of your business in our line, and promising to give you our very best attention, we are

Very truly yours,

CHICAGO, 1898.

GENTLEMEN:

Replying to yours of the 27th inst., we will furnish you the steel plates, ⅜ of an inch thick, punched and rolled, for one flume eight feet in diameter and twenty feet long, at the rate of forty cents per pound, F. O. B. cars, Chicago.

We estimate the weight of the first at 65,000 lbs.,
and of the second, at - - - 18,000 lbs.

We have no tariff which gives the rate to Bainbridge, but have sent inquiry to the agent of the Plant System, and will probably receive the rate very shortly, and will then advise you. As you seemed to be anxious to get this price, thought best to send it in the above way, as possibly you can get the rate at the freight office.

Thanking you for the inquiry, and trusting to receive the order, we are

Very truly yours,

CHICAGO, 1898.

GENTLEMEN:

Referring to your order No. 3749 for 500 Cotters to be shipped to Burnside, we beg to say that we are entirely out of these and were obliged to order from the factory. We have instructed them to make immediate shipment, and to advise us if there will be any delay on the order.

We trust that our action in the matter will be satisfactory, and awaiting a continuance of your valued orders, we remain

Yours truly,

CHICAGO, 1898.

DEAR SIR:

We are informed that you are erecting an eight-story building at the corner of Third and Ludlow Sts., Dayton, in which one or more elevators will probably be installed. As we much desire to submit a proposal for the elevator work, we enclose herewith an information sheet, the blank spaces of which we would thank you to have filled out with the necessary data, and return to us per enclosed stamped envelope. We will then have much pleasure in preparing an estimate of cost, and submitting you our proposition for the elevator work.

Trusting to be favored with a reply at your convenience, we are

Yours truly,

(Enclosure.)

CHICAGO, 1898.

DEAR SIR:

Instead of making 100 Prints from each of the twelve negatives, print 50. I have a number of others that are under way that I will want 50 Prints from, and cannot use any more than 50 of those that you are now at work on.

I trust that you will handle them with such care that it will justify our placing further orders with you.

Respectfully yours,

CHICAGO, 1898.

DEAR SIR:

Replying to your favor of the 25th inst., we beg to quote you the Alpha brand of Portland Cement, delivered in carload lots F. O. B. C. R. I. & P. Railroad dock, Chicago, at $2.60 per bbl. Terms: cash 30 days, 1% 10 days.

Yours very truly,

CHICAGO, 1898.

DEAR SIRS:

We are in receipt of your valued favor of the 25th, requesting us not to make draft for past due bills, and promising to remit $400 or $500 by the 8th or 10th of July and balance by the first of August. We shall take pleasure in conforming to your wishes regarding the draft and shall appreciate your promised payments, which will be very satisfactory.

Thanking you in advance for the same, and soliciting your further favors, we remain, with best wishes,

Yours very truly,

CHICAGO, 1898.

GENTLEMEN:

Replying to your favor of the 28th ult., regret to say that we are entirely out of the original material used in Style 248X, and, therefore, submit the enclosed swatches of cloth 9218, 9219 and 9220, which are the nearest we have to what you have already had in this style, and which make up equally as well. In ordering, do not fail to give style of jacket desired, whether lined or unlined, and if you wish the seam strapped or simply stitched.

Awaiting your pleasure in the matter, we are

Yours very truly,

CHICAGO, 1898.

GENTLEMEN :

We were much surprised to learn in your communication of the 23rd inst. that you had not received the samples, which on two occasions we mailed you. We again mail you a set of our twelve latest designs, and enclose herewith price-list governing the same. At present we are having photographed a series of six new designs, and hope to have copies of them ready at an early date, and we will remember you when they are ready for distribution.

We trust you will be able to use these samples to our mutual profit.

Respectfully yours,

CHICAGO, 1892.

GENTLEMEN :

Replying to that portion of your letter of the 19th inst. in reference to the discount on Farmers' Boilers, would say that our very best four months' discount of 50 and 5%, with an extra 5% for cash in 30 days, applies to them as well as to our stoves. We should be pleased to have you place an order with us for some of them, which you will find just as effective as our Heaters and Ranges.

Hoping that we may receive an order from you in the near future for some of these, for which we thank you in advance, we remain

Yours very respectfully,

CHICAGO, 1898

DEAR SIR :

Under separate cover, we mail you a set of samples, illustration 12, new designs. We enclose herewith price-list governing the sale of these goods, and we hope within two weeks' time to furnish you with our catalogue, including Accessories, and six of our latest designs in Continuous Grounds, sample negatives of which are now being made.

We trust you will be able to use these to our mutual profit.

Respectfully yours,

CHICAGO, 1898.

DEAR SIR :

We have your order of the 10th inst. for one suit of lot 1-1005 and one extra pair of trousers. We send you the suit to-day as ordered. We cannot send the extra pair of trousers, as our goods are only made in full suits, and we do not break suits, all of which is explained in note 4, page of instructions. We have the cloth and can make these trousers to order for $6.50.

Kindly let us hear from you further in the matter, and oblige

Yours very truly,

CHICAGO, 1898.

GENTLEMEN :

We have your letter of the 25th inst., and wish to thank you for the complimentary reference to the woodwork recently supplied by us for your offices. We have entered your additional order, which is now in work. We think it can be completed and in place inside of three weeks.

Thanking you once more for your valued patronage, and hoping to merit a continuance of your confidence in our business relations, we are

Very truly yours,

CHICAGO, 1898.

GENTLEMEN :

We note carefully the contents of your favor of the 16th inst. If the list price of $20.00 on Burlap Grounds will enable you to increase the sale of these goods, then we will make the list $23.00, although with our trade here we are retaining the list price of $25.00 on these goods. It is to be definitely understood that this quotation is only to cover your trade.

Awaiting your further favors, we are

Respectfully yours,

CHICAGO, 1898.

DEAR SIR :

Replying to your favor of the 1st inst., we will be pleased to have you go into business, and the guaranty of Mr. John E. Dow of Huntington, Ind., would cause us to feel perfectly safe regarding the settlement of any account for which he might become responsible, but we do not care to take any more accounts on indefinite time of payment. If you will write us again, and advise us more particularly what you think you can do, the amount of stock you would require, etc., we will give the matter our prompt attention, and something may grow out of it to our mutual benefit.

At present we do not know of any particular place that would be better than others to start in business, and we think you will agree with us that a great deal more depends upon you than the location. Doubtless you can satisfy yourself as to a town, if other matters can be arranged to your satisfaction.

Yours very truly,

CHICAGO, 1898.

GENTLEMEN :

Your kind order of the 17th inst. is at hand, and will receive our best attention. Pending shipment, however, we should be pleased to have you favor us with some figures relating to your financial condition. We are constrained to make this request by the fact that your name is entirely new to us, and the information that we are able to obtain through the regular channels is very indefinite.

We enclose you herewith one of our blanks, which kindly fill out and return to us at your early convenience, or, should you prefer, you can give us the information in such form as may seem proper to you. The facts that we desire are outlined on our form.

Thanking you in advance for such courtesy as you may extend to us in this matter, we are

Very truly yours,

CHICAGO, 1898.

DEAR SIR :

A few days ago our Mr. Williams called on you for the purpose of convincing you of the fact that this company, being the largest manufacturers of knives, sickles, sections, guards, etc., is in position to sell same to the trade at prices much lower than are offered by the machine companies. Unfortunately he found you were not ready to make up your order for such goods as you will need for the coming season's trade.

We write to ask that you bear us in mind when ready to buy goods in this line, and either send us mail order, or specifications of such goods as you may need, that we may quote you prices. Carrying, as we do, an immense stock of the different goods shown in our catalogue, we are in position to fill orders without delay.

Thanking you for past favors, and awaiting your further commands, we remain

Yours truly,

CHICAGO, 1898.

DEAR SIR :

We are in receipt of a letter from our Mr. Fenton with enclosure of order, for which accept our thanks. We hope that these stoves will give you a good idea of the selling qualities of the "Jewel" Line throughout, and that you will give us an opportunity to figure with you on a car, which we understand you intend to purchase later in the season.

You will find the "Jewel" stoves sellers on sight, and we feel certain that they will be the means of your greatly increasing your profits for the coming year if you will devote your interests to them. Our stoves are perfectly made, well advertised and closely sold, and if you are looking for stoves of this kind, we are certain we can meet your wants.

Again thanking you for the kind order, and soliciting your further patronage, we remain

Yours very respectfully,

CHICAGO, 1898.

GENTLEMEN:

Referring to visit recently made you by our Mr. Wright and his failure to interest you in or secure your order for any goods in this line, we respectfully refer you to our catalogue No. 47, copy of which we presume you have, and ask you to look through same, making up list of such goods shown in it as you can use during the coming season, and send to us for prices.

Being the largest manufacturers in the world of mower knives, binder sickles, sections, and other items of machine repairs, we are in position to name prices much lower than can be offered by any other manufacturer, which fact, in addition to the further fact that we carry a complete stock of all goods shown in catalogue here at Chicago ready for instant shipment, should be an inducement for you to send us mail orders for such goods as you can use.

Soliciting your favors, which shall have very prompt attention, we remain

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

Referring to our requisition K 1437 for 8,000 Hex Nuts $\frac{5}{16}$, and 6,000 $\frac{3}{8}$, we beg to say that you promised to ship these some time during the week. As yet we have received no manifest for these, and as our customers are in very much of a hurry for them, we trust that you will get them off at once.

We trust that you have already made shipment. If so, please send us manifest at once. At all events, let us hear from you by return mail, and greatly oblige

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

Answering your communication of the 21st inst., regarding the order for special Ground, you may instruct your customer to return this Ground by express, and we will repaint it as you advise. In handling the design we used our best judgment, and had in view the best possible service that could be obtained from it. We will repaint it, however, following carefully the design as given, and make shipment at an early date. Please advise your customer to notify us when and how he returns the Ground.

We hold the order for E. H. Evans, as you instruct.

Respectfully yours,

CHICAGO, 1898.

DEAR SIR:

We hand you herewith check in payment of the enclosed bill. Kindly acknowledge receipt of same.

Will you give me your list quotations on the following numbers: 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, and 82. You gave me these quotations on the back of a sample print, but before I mounted the print I neglected to take a copy of the figures. May I ask if you keep in stock these goods, so that should I be able to make a sale of them, I might promise shipment within two weeks' time.

Awaiting your reply, I am

Yours very truly,

Enclosure.

CHICAGO, 1898.

DEAR SIR:

Referring to the enclosed correspondence, would say that since the date of Mr. Young's letter we have sent orders for about 10 cars to Trenton mines, and we, therefore, ask you to arrange to have this number of Wabash stock or box cars delivered to the B. & O. South-Western for loading at our Trenton mines.

Kindly comply with this request, and oblige

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

We received your favor of the 17th inst. with B/L for car 36,718 Flax, which will have our very best attention on its arrival, and we hope it will meet with a favorable market. We shall certainly do the best we can for you, and advise you as soon as sold.

We also note that the freight is prepaid on this shipment, and we hope that we can please you in every respect. We enclose P/C for the details of the markets, and remain

Yours truly,

CHICAGO, 1898.

DEAR SIR:

We beg to confirm purchase for you to-day of 100 shares of National Biscuit Company preferred stock at 90c., and hereby acknowledge receipt of One Thousand ($1,000) Dollars deposited as margins on same. We will carry this stock as above, charging interest at the rate of six per cent per annum on difference between cost price and amount of margins.

We have your open order to buy 100 shares, or any part of Diamond Match Company stock at 132½ per share.

Thanking you for the same, we beg to remain

Yours very truly,

CHICAGO, 1898.

GENTLEMEN:

Referring to your invoice No. 9627, covering shipment of washers to A. W. M., Milwaukee, Wis., via C. & N. W. R'y, we beg to say that Mr. M. claims that he has not as yet received an expense bill for this material, and request that same be traced and forwarded as soon possible.

Kindly take the matter up with the railroad company and have them show delivery, and oblige

Yours respectfully,

CHICAGO, 1898.

GENTLEMEN:

Noting your favor of the 29th inst., beg to say that the customer to whom we sold the coal due on order No. 482 was in the office this morning, and insists that we must get him at least one car of Nut and one car of Range shipped at once, and he is perfectly willing to wait a few days for the balance. In view of this can you not arrange to have shipment of one car of each of the sizes above named made at once.

Awaiting your reply, we are

Yours truly,

CHICAGO, 1898.

DEAR SIRS:

We have your favor of the 12th inst., sent to our New York office and forwarded to us for attention. We are sending you to day our catalogue and supplement. Will you kindly make selections of such clocks as you think you can use, and tell us in how large quantity you will place an order. We will then be pleased to quote you special net prices. Of course the larger the order the lower the price.

Kindly send your communication direct to this office, and oblige

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

Answering your favor of the 28th inst., we are pleased to quote you our genuine Lackawanna Coal F. O. B. Chicago, at the following prices:

Grate, - - - - - $4.75

Egg, Stove, and Chestnut, - - 5.00

per net ton of 2,000 lbs.

Our coal is bright and of smooth fracture, and, we believe, superior to any other for domestic use. Your business is very desirable, and we should be pleased to hear from you with order.

Yours truly,

CHICAGO, 1898.

DEAR SIR:

Your favor of the 30th, enclosing orders from Peoria and Bloomington, came duly to hand. We trust Samuel Clark will prove to be a permanent and profitable customer.

In dealing with our patrons, we desire you to extend all possible favors, and make quotations according to quantities desired by them. When you next visit Peoria call on Wilson & Day, and endeavor to secure an order from them.

Yours very truly,

CHICAGO, 1898.

DEAR SIR:

We write to ask whether you would consider a sale of your business property. We have a customer who wishes either to purchase outright or take a lease for 99 years without revaluation. If you would care to consider a sale at $200,000 or a lease for 99 years at 4½% upon that amount, we should be glad to take the matter up with you. In case of our effecting a sale or a lease, we should expect the usual commission of 2½%.

Trusting you will favor us with an early reply, we remain

Yours very truly,

CHICAGO, 1898.

DEAR SIR:

We are in receipt of your favor of Sept. 24, and have also received the Advance Thresher Teeth and Nuts which you have returned. We herewith hand you credit memorandum for $9.80 covering same, which we trust will be satisfactory.

This memorandum applies to order No. 13425.

Yours truly,

CHICAGO, 1898.

GENTLEMEN:

Answering your favor of the 15th inst., regarding the 5x6 Ground recently painted for you, we have to advise that the only intelligent way by which we can adjust the matter would be for you to instruct your customer to send us the sample print, showing wherein we have differed from your instructions, as given in the original order. In tracing this matter at the studio, I am informed that they followed carefully all the directions that were given, and I am at a loss to understand how your customer could have received a Plain Blend Ground. If we are at fault in this matter, you can rest assured that it will have our immediate attention.

Awaiting your reply, we are

Respectfully yours,

CHICAGO, 1898.

DEAR SIRS:

I hand you herewith a short extract from the report of the examinations recently made of our company. If you can find space for the slip marked "A" in blue pencil, or something similar to this in the forthcoming issue of your journal, please send us as many copies of your issue containing same as the enclosed check for $10 will pay for, and oblige.

For your further information, I also hand you full text of the letters from which this extract was taken.

Yours truly,

P. S. Please advise me promptly how many copies of your journal we may expect to receive for this remittance.

CHICAGO, 1898.

GENTLEMEN:

Receipt is hereby acknowledged of your valued favor of the 26th inst., enclosing order No. 384, covering 50 tons of beams and channels, to be punched, coped and fitted in accordance with blue prints, sheets Nos. 27 to 44 inclusive, accompanying your letter. This order has been entered at $1.50 per lb. base, card extras for shop work, F. O. B. cars, Springfield, Ill. Terms: 30 days net.

It is noted that two items on sheet No. 31 and one item on sheet 38 call for an unusual amount of labor, including bending, not covered by the card extras, which work will be charged on the basis of shop costs. We have requested our mill people to get the material on the way at the earliest date possible.

With thanks for the order, we remain

Yours truly,

CHICAGO, 1898.

DEAR SIR:

We are in receipt of your letter of the 6th inst., and complying with your request, we will mail you under another cover discount sheet, applying to No. 47 catalogue, a copy of which you say you have on file. This is our last edition printed, but we expect to issue a new catalogue soon.

We wish to assure you that we will at all times give you the benefit of the lowest possible prices on goods in our line, and although you will not find the Keystone Thresher Spikes named in catalogue, we can furnish you with them at the same price as regular Thresher Teeth delivered on cars here. Terms 60 days, 2% for cash in 10 days.

Awaiting your further favors, we remain

Yours truly,

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Circuit Court of Cook County.

WALLACE, YOUNG & Co., }
vs. } Term No. 1833. General No. 1459.
THE CRESCENT MILL Co. }

Before Judge Baker and a Jury.
Chicago, Sept. 1, 1898.

Appearances:

For Plaintiff, Harvey & Summer.

For Defendant, Otto C. Miller.

Direct examination by Mr. Harvey.

Q. What is your name? A. George E. Gates.

Q. What is your business, Mr. Gates? A. Credit man.

Q. For whom? A. Wallace, Young & Co.

Q. In the wholesale or retail? A. In the wholesale.

Q. Have you written evidence of your claim. A. Yes, sir.

The Court: Let me see it.

Q. Do you know the handwriting of Mr. Richards? A. No, sir.

Q. Are you familiar with his signature? A. No, sir.

Your honor, I cannot accept this bill, as the witness says he is not familiar with the handwriting or signature.

The Court: How did you happen to receive this bill? A. It was sent with a letter requesting that it be O. K'd.

The Court: You received it back in due course of mail? A. Yes, sir.

The Court: I think under the circumstances that it was sent and received through the mails it is good evidence, and I will permit its being offered.

Objected to.

Cross-examination by Mr. Miller.

Q. Who contracted this bill? A. John S. Drew.

Q. For whom did he contract it? A. For the Crescent Mill Co.

Q. Did Mr. Drew come to your office in person? A. Yes sir.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Superior Court of Cook County.

MARGARET A. FULLER, }
vs. } Gen. No. 166,339. Term No. 1,531.
EUGENE W. FULLER. }

It is hereby stipulated that without notice Dedimus Protestatem may issue out of the office of the clerk of said court and under the seal of said court, directed to Charles E. Walker, the Notary Public at No. 319 Fulton St., in the City of Brooklyn, in the County of Kaines and State of New York, or any Judge, Master-in-Chancery, Notary Public, or Justice of the Peace of the County last named, to take deposition at said residence of Margaret A. Fuller, upon interrogatories to be propounded to said witness, to be used in evidence on the part of the said felon on trial of the above entitled cause.

It is further stipulated that the examination of said witness under said commission will be begun on Thursday, the 23rd day of June, 1898, and will continue from day to day until completed.

Dated, Chicago, June 20, 1898.

.....
Solicitor for Complainant.

.....
Solicitor for Defendant.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Circuit Court of Cook County.

WESTERN FURNITURE CO., Plaintiff, }
vs. } 126,005—24,297.
GEORGE M. HARRIS, Defendant. }

Thomas C. Adams being duly sworn on oath says that he is the agent of the plaintiff in this behalf, and that he verily believes that the trial of said suit will not occupy more than one hour's time.

Subscribed and sworn to before me this 23rd day of June, 1898.

.....
Notary Public.

151,332—8,584.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Superior Court of Cook County.

GEORGE E. MERRILL, }
vs. }
FRANK N. SMITH. }

Charles L. Knight, Attorney for the Defendant:

You are hereby notified that the above entitled suit has been set down and will be called for trial by his Honor Judge Chetlain in the room usually occupied by him in the said Court on Wednesday, the 22nd day of June, 1898, at nine o'clock A. M., at which time and place you may appear if you desire.

.....
Attorney for Plaintiff.

Received a copy of the above notice
this 18th day of June, 1898.

.....
Attorney for Defendant.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the County Court of said County.

In the matter of assignment of }
DAVID E. FARLEY, insolvent. }

To the Hon. Orrin N. Carter, Judge of said Court:

Your petitioners, John A., William R., and Frank L. Clarke, co-partners, trading as Clarke Brothers, respectively represent that they are creditors of said insolvent; that they desire to examine said insolvent under its attached account, situation, and condition of this property and assets.

Your petitioners, therefore, pray that the citation they issue herewith, returnable forthwith, shall command the appearance of said insolvent at such examination.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Circuit Court of Cook County.

THE LAKE ERIE RAILROAD CO., }
vs. }
JOSEPH W. BENNETT. }

To William J. Hynes, Attorney for Defendant:

You are hereby notified to produce on the trial of this cause, for the use of the plaintiff, the following described circular and notices addressed to you, to-wit: Circular, a copy of which is set forth on pages 6 to 10 inclusive, of the New York Deposition filed in this case.

Notices of call to you by the Lake Erie Railroad Co., substantial copies of which are attached to said New York Deposition, and marked "Exhibits 9, 10, 11, 12, 13, 14 and 15," respectively, or upon your failure to produce the same, the plaintiff will offer secondary evidence of the contents of the same.

Dated, Chicago, June 16, 1898.

.....

Attorney for Plaintiff.

Received a copy of above notice
this 17th day of June, 1898.

.....

Attorney for Defendant.

STATE OF ILLINOIS, }
COUNTY OF COOK. } ss.

In the Circuit Court of Cook County.

MERCHANTS' BUILDING AND LOAN ASS'N, }
vs. } 118, 524—7,001.
ARTHUR PEABODY, et al. }

It is hereby stipulated that the reference to Edward F. Stickney, Master-in-Chancery, heretofore made in the above entitled cause, be set aside, and that a re-reference of said cause be made to said Master-in-Chancery to take proofs and report; that the testimony already taken in said cause, before said Master-in-Chancery, shall stand, and that the setting aside of said reference shall not prejudice the testimony already so taken.

EXTRACT FROM A LAW ARGUMENT.

It is a common error to assume that the right of the owner to control his property after his death rises above all other rights. It is one which can be exercised only within the limits and in the mode prescribed by the statute. We are all equal before the law; yet the boy of fourteen, capable of taking millions by inheritance, is incapable of making a valid bequest of a single dollar. The lunatic can hold and inherit property, but he cannot transmit it by will. The adult and sane testator may bequeath his property to whom he will, with the important qualification that he can not give it to a donee incompetent to take, or trammel it with trusts or restrictions which the statute forbids. He may make a disposition of his estate for a purpose which in itself may seem praiseworthy and benevolent, but it can not stand if the law condemns it upon considerations of public policy.

In this case Fuller's intentions were generous and humane. His last will fails simply because its provisions are illegal. Your honor will determine the questions of law involved, without reference to the effect of the decision on the interests of the respective claimants. It is much more important that fundamental principles be upheld, and that the integrity of our statutes be maintained, than that this particular estate should take a direction which the law does not sanction.

STENOGRAPHERS AND SCHOOLS.

In presenting a few thoughts in the interest of stenographers, I wish, first of all, to pay my respects to them and to have them know that I associate the highest respectability and responsibility with their work. The young man or young woman that is able to transcribe the correspondence of a business house or of a law office, and to perform the many other arduous duties in connection therewith, certainly commands respect, whether that labor be intellectual or physical. It must be admitted, however, that the rating the public puts upon the ability of this class of people is not high, resulting from insufficient preparation, as has been declared by every business and professional man who has had any experience with stenographers in general.

The reputation stenographers have for inferior ability is largely the fault of the schools in which they have studied. It is the desire of the majority of applicants to get such instruction as will qualify them to do intelligent and rapid work, and they generally seek a school that claims to offer these advantages. The course offered in many of the schools is wholly inadequate, but the inducements offered to enter are invariably superior, even to those who lack a common-school education.

There is room in this country for any number of schools that are honest in their methods and faithful to the interests of their patrons. The instruction given in the inferior schools is chiefly in the shorthand. The great importance of skilful typewriting work, which, in letter form, becomes the medium of communication between the correspondents, carrying with it a favorable or unfavorable impression, according to the merits of the operator's work, is sadly neglected. Not sufficient instruction is given in commercial and legal terms, punctuation, spelling, capitalization and paragraphing. Many of the graduates of the so-called shorthand schools are unable to punctuate with any degree of correctness, to say nothing of their spelling, of their way of putting a letter in form, or of their transcription of the matter dictated—all to the indescribable vexation of the busy employer. The student should be impressed with the actual requirements of business, and to this end the instruction should be thorough and practical.

The services of competent and trustworthy stenographers are indispensable and always in demand. This fact should encourage schools in offering a broad course of study, and their doing so would dignify a line of work in which an excellent class of young men and young women is engaged.—CHARLES R. BARRETT.

BUSINESS COLLEGES

The function of the business college is to supplement the work of the public school to the extent of qualifying young men and young women to perform clerical duties and to comprehend mercantile affairs. Chicago offers an ideal field for the business college, and it is for its business men to say of what importance such an institution is in our educational work. The business college cannot do more than meet the requirements of business men, and it certainly can not do less and be recognized as a necessary institution. Its chief mission is to give instruction in business methods.

The public school affords a general education. It qualifies for life work, but not for any particular calling in life. The prospective physician attends a medical school; so should the prospective business man attend a business school to qualify himself thoroughly. This he can do in less time in this way than by entering upon the actual duties without preparation. The public school does not offer a business training, neither is it the province of the business college to impart regular elementary and academic instruction. As conditions are, however, it is often necessary to supplement the pupil's meager education by a more thorough course in the common branches. The more nearly complete the preparation on entering a business college the more satisfactory the results. There should be developed in the business college student a broader and higher aim than merely to acquire a knowledge of book keeping, correspondence, shorthand and typewriting. Some of the necessary features of such a course are instruction in government, good citizenship, comparing traits of character in successful and unsuccessful men, the importance of honesty, promptness, courtesy and many other kindred subjects. A manly, independent spirit should be cultivated at this formative age of the student.

Our business colleges annually qualify thousands of young people to earn a living, but a living for a boy is not a living for a man. The boy's beginning generally determines the man's future. These colleges should adopt a course of study that is more in keeping with the advanced ideas of this industrial age. Let them show a positive need of their existence, and then they will take a higher place among the educational and commercial institutions of our country.—CHARLES R. BARRETT.

CHARACTER IN A NAME.

What is your name? Do you like it? Does it convey a good impression to a stranger? Is it helpful to the reputation you desire? Does it suggest a substantial character? These questions require a serious answer.

Perhaps you will find that you have allowed your acquaintances to be careless in the use of your name. If so, you should have the fault corrected. The name in some indefinable way is often prophetic of the character of the man. The practice of carrying a nickname through life is permitted only by ignorance, but it is common among those who have no appreciation of the manifold suggestions in a name. It may be uncertain whether a name, through some subtle power, has given character to a man, or a man through sterling merit has given value to the name. Be that as it may, a name should be chosen for its tone as well as for any possible association.

The names of Washington Irving, Henry Ward Beecher, Oliver Wendell Holmes, James Russell Lowell, William Cullen Bryant, John Greenleaf Whittier, Harriet Beecher Stowe, Robert Louis Stevenson and Edgar Allen Poe are not only strikingly rhythmical, but are suggestive of the literary light of America. This two-fold power of a name is characteristic of almost all noted men and women of the world. If you call your dog Sneak or your horse Satan, the frequent repetition of these names impresses on these animals the characteristics suggested not only in your mind, but in the mind of every one who hears the names uttered. Failure to use a full name surely cannot be owing to a desire to economize time and effort in the pronunciation. It is hardly pardonable to use a single initial as J. Storm, C. Smith, S. Jones or L. Davis.

Some people carry a pet or nickname through life, which creates an impression of weakness that is always detrimental. Advancement and reputation are difficult enough to secure under the most favorable conditions. No one should excuse himself on the ground that this notion partakes of high-headiness. affectation or conceit. Only development and support of character should be associated with the suggestion. A few illustrations may serve to present the argument more forcibly: Maggie Somebody and Margaret Somebody are two entirely

different persons; so are Lizzie Somebody and Elizabeth Somebody. The practice of using the initials weakens the name. M. Field has not the character we find in Marshall Field. L. J. Gage is not so strong a name as Lyman J. Gage. The good old names of Smith and Jones are made less common when we speak of Edna Florence Smith or Jenkin Lloyd Jones. Sometimes names grow strong by association as expressed in the use of the first initial and the middle name, as J. Pierpont Morgan or J. McGregor Adams. We admire the man who shows confidence in himself, who has improved the opportunities that give him the right to feel that he is somebody, who aspires to live a useful and influential life, who shows self-respect and courtesy, from which spring respect and courtesy to others. The value of a strong name is worthy of attention in the homes and in our institutions of learning, the two places where the foundation of character is laid.

The plan should be to use it in the fixed way on all occasions and to establish the name in all its strength. Persons who observe the proprieties of life will address you as you sign yourself or as your name has been established. The name will act as a diplomatic agent in advance of your personal acquaintance and will give you a favorable introduction to strangers. It rests with you to sustain the good impression made. Among the many suggestions that might be offered young men and young women it is doubtful if any one is more worthy of adoption. We should do away with such characterless names as Maggie, Birdie, Lizzie, Bill, Tom, Dick, Joe, Mike and Pat. They belong only to common-place people and rob the persons of the influence they might possess under stronger names. The abbreviation of names is also entirely too common and deprives the names of their real strength.

Although authorized, it is not according to the best taste to use Jas. for James, Geo. for George, Wm. for William, Chas. for Charles, Ed. for Edward, Robt. for Robert or Ben. for Benjamin. The custom is false economy of time and labor. We should not shirk the effort to make the best impressions. We cannot afford to lose a legitimate opportunity to advance ourselves. A desire to be somebody in the useful walks of life must be supported by earnest, intelligent effort and a high regard for character. Let your name indicate the exercise of such desire and so win the advantage of having created, by sound or association, or both, the most favorable impression upon those with whom contact will verify all claims to which character alone entitles you.—CHARLES R. BARRETT.

ADVICE TO BOYS.

Whenever you find an instance of success, you will find that success based upon substantial qualities of mind and heart. There is no one quality that will insure a man's success more than loyalty to his mother, because the qualities that produce success are largely the outgrowth of such loyalty. It is the foundation of manhood.

Let me cite two instances where great Americans are noted for that particular loyalty. First, James A. Garfield, who, when he took the oath on assuming the office of president of the United States, standing in the presence of the great throng that witnessed the inaugural ceremonies, kissed the Bible, and then turned and kissed his mother. Kissing his mother was something that never had been done under similar circumstances, and it won for him the warmest expressions of admiration.

What greater lesson has been taught American youth than that of President McKinley's loyalty to his mother? He who holds the highest office in the gift of seventy millions of free and enlightened people, laid aside the duties of his great office to go time and again from the seat of government to the bedside of his mother in her humble Ohio home. With all the responsibility upon him, no member of the mother's household watched more tenderly or more prayerfully at her side than he. It was the one duty his big heart would not entrust to another.

It is a sad fact that the American youth lacks much of the love he should bear his mother. You may be grown to manhood in years, but your mother gave you more care during the first five years of your life than you have given her in all the years since. There is nothing that equals a mother's care during the first five years of her child's life, when it is the most helpless little creature on earth. There is no sacrifice that she will not make for it.

If I were to estimate a boy's future, I should want to know, first of all, his regard for his mother. If I were to venture to name a fault in a great many boys, it would be that they rarely think of kissing their mothers good-bye on leaving for school or work, or of greeting her when they return home in the evening. They lose sight of many duties they owe her. I imagine that nothing can afford a mother

more pleasure than to have her boy regret her absence and welcome her presence. She may be sometimes impatient, sometimes irritable, but think of her cares and worries. I want to tell you that when she is impatient and cross, you are many times to blame for it. She surrenders to your wishes more than you surrender to hers. She has more anxiety for you than you have for her. When you go home this evening, look into your mother's face and you will find that time and care have been at work upon it. You will see wrinkles in her face. You will see threads of gray in her hair, but remember that you have been the cause of a great many of those wrinkles and gray hairs. They are symbols of concern and love for you.

When on the camp ground at Springfield a few weeks ago, it was a sad sight to me to see mothers looking for their soldier boys. Some of those mothers looked as if they had spent all they had for the cost of seeing their boys in camp. Time was never so precious to the mothers, and home delicacies never so good to the boys. I took the train from Springfield amid the saddest hearts I have ever seen. They were mothers' hearts, broken by the forced separation from their sons. They might meet again and they might not. I should like to have our boys be serious on this subject. I am not telling you how much I love my mother, because, for many years, she has lived only in memory. If she were living, it would be the one pleasure of my life to make her happy. I cannot forget the fact that I am indebted to her for more than to any other person in the world. The time is coming when you will regret that you were not as good and thoughtful and loving to your mother as you might have been. The time is coming when all you can do for her will be to put a few flowers upon her grave. When that time comes you will wish you had been more tender, more considerate, and more loving to her. Then you will realize that she was the dearest mother that ever lived. If some one should ask you if you had ever told her so, you would have to acknowledge that you had not. You should neglect no opportunity to make her life as bright and cheerful as it is possible for a son to do.

You may think this subject is too sentimental, but your future happiness depends upon it. There is not enough home sentiment in American life to-day. The foundation of sentiment is love for mother. Following it is love for country and good citizenship.

There are boys that must be a source of annoyance at home. I know it, because they could not be what they are and be otherwise at home. I know that they have not the proper regard for their mothers.

Mother is the center of attraction in every home and there is no real home without her. I wish the boys would register a vow in their hearts that they will treat their mothers with more consideration in the future. It takes manhood to make such a vow and keep it. It does not belittle a boy to be affectionate and to love his mother. It does not belittle him to surrender to her wishes and to kiss her good-bye. Let home ties be strong. In his playtime the boy forgets the mother's care, but let him be ailing, and mother is the first one he wants, and the one to soothe and relieve him. He looks to her for everything. Just as surely as a boy forsakes the love of his mother or does not reciprocate it, just as surely he will drift into habits that wreck the lives of thousands. Show me the boy that is loyal to his mother or her memory, and I will show you one that is not addicted to bad habits. Bad habits represent a forsaken loyalty to mother. It is largely the mothers' influence that makes the world as good as it is. The little prayers said at the mothers' knees have done more to christianize the world than all the churches combined. There is something in the sacred trust and in the humility that attends the little child, bowed at its mother's knee, that never leaves its nature. Never. It remains an everlasting quality for good.

To succeed we must possess certain qualities, and those qualities are not easily acquired. Do you know it is easier to be bad than good, easier to be weak than strong, easier to be ignorant than wise, easier to be thoughtless than thoughtful, easier to be false than true, easier to be hateful than loving? Everything that you should be involves effort. Every boy should surrender to duty, and should cultivate the qualities that develop a useful life. I desire that your lives shall be useful to the world. I know it is your wish to have them so. Then do not fail to appreciate the pure, unselfish love of your mothers, and that appreciation and your acquired intelligence will produce the qualities that lead to usefulness and honor.—*Extract from an address by Charles R. Barrett.*

HOW AND WHAT TO TEACH BOYS.

To know *how* to teach is just as important as to know *what* to teach. To know how and what to teach in the devolopment of mind and character is to possess the qualities of a successful teacher.

Teachers, you are engaged in a good work and in a high calling. You are doing more and building better than you know. To get expected results you must love your work. Your heart and your soul must be in it. The mental development you are seeking for others is acquired by a slow process. You cannot hasten it any more than you can hasten the physical growth of the individual. The public expects you to give the boy the educational tools with which he is to earn his way in the world. The school should be an inviting place to him. Your work interests me, because I got my elementary education in the country schools. I shall never forget my struggles with long division and cube root, nor shall I forget that "Etymology treats of the classification, derivation and various modifications of words."

The meaning of etymology was as obscure to me then as the Chinese language is now. I shall never forget my strife for head-marks in spelling and the prizes worked for and occasionally won. Well I remember the teachers I had in those days, more than thirty years ago. Some I liked better than others, but those I almost disliked then I should appreciate now. Sometimes a teacher can be too popular with the pupil for the good of the pupil. The teacher should stand firmly where the pupil is opposed to the right turn in life.

I doubt if you realize the importance of your work; the responsibility that rests upon you. You shall stamp school life upon the boy. Your work will be his guide in the future. However recklessly and aimlessly a boy may wander through the years under your instruction, he should learn from you that to reach the stage of a successful and honorable career, he must pay an entrance fee at the box office of life, and to reach this point he must prepare to stand in line with men. He must pay the entrance fee with character. This you must teach him. No person can be made decent, honest, intelligent or patriotic by law. These qualities result from education, whether gained in the home, in

the school, or out in the world. I am dealing with an important phase of education. I take it for granted that you exact of your pupils a thorough preparation of the lessons assigned in the text-book, which provides only the educational trunk.

Education, like trees, must have branches, which contribute to harmonious development. Education should make one agreeable and attractive in good society. Knowledge alone will not produce such qualities. You must teach the pupil to hear and to see and to know the world.

Wisdom is applied knowledge, and unfortunately there is in the world more knowledge than wisdom. A great deal of knowledge, like much of our energy, goes to waste. Let us teach our boys to use their knowledge to advantage; to be courteous, tactful, diplomatic. Tactfulness is lubrication. Courtesy is the same thing. When you bluff or crowd you antagonize, thus creating friction, a most retarding element to progress. Education enables us to understand human nature, which differs in every person. Your boy can tell the disposition of a horse or a dog at a glance, so can the skillful man of affairs read human nature, and deals with it in order to secure the advantages he seeks. A study of human nature will enable us to discern the character of people as soon as we meet them. If they impress us as intelligent, tact will enable us to deal with intelligent persons. It will also guide us in dealing with the ignorant or the conceited person. Any disposition will unconsciously be influenced by tactfulness.

Character is the aim and end of all educational work, so that whatever the teacher does, if rightly done, must be in the building of character. It is a great fact that the teacher cannot teach beyond himself or his experience. Therefore, the teacher must possess character in order to impart character. To be a successful teacher you must be what you would have others be. A person's fitness to teach does not depend so much upon the requisite knowledge as upon the character back of the knowledge. With his instruction he imparts his own character, the lasting substance. A teacher will build as he himself built his own life. Character is what we are; reputation is what people think we are. Character is the foundation of manhood.

Smiles and tears are close neighbors. Pathos develops seriousness, sentiment, sympathy—indispensable qualities. Humor brightens and quickens the mind and produces cheer, the quality that gives current to life. Pathos and humor blended develop an attractive nature. To develop cheer, direct the pupil in reading and seeing and doing pleasant things in a pleasant way.

Teach him to see the bright side of life, to tell and appreciate a good story. A story will do much to open the brain cells. It quickens the mind. The teacher need never fear loss of dignity in the cultivation of cheer. Talk to your pupil about home and mother, suffering, poverty, right and wrong doing. The information from the teacher's own store-house is more apt to awaken interest in the pupil's mind than that which he gets from books. There is something new and fresh about it. The only instruction that helps the boy is that which impresses him and takes root in his mind.

Against the formation of pernicious habits in boys I think the teacher's influence is as great as that of the parent. I also believe that in order to influence boys against the formation of pernicious habits a teacher should himself abstain from all such habits. If he does not, he is certainly lacking the principal qualifications of a good teacher.

A teacher should not smoke, chew, or drink. He should teach by example that a manly man need not form these habits, and a manly man always has a great influence over boys. A boy will stand no humbugging. He is proof against it. He detests and guys the man who teaches one thing and practices another. He demands that his leader shall be true to the first principles of right, and the man who undertakes to teach the boy to be what he himself is not makes an absolute failure. A poor carpenter cannot build a good house. A poor teacher cannot build a good character.

Books are, in a sense, dead things. The life of the school is in the teacher. The successful teacher must be interested and interesting. He must have the faculty of awakening interest in his pupils. This cannot be done by confining the instruction to the text-book. The teacher must know something besides the text-book matter.

With this additional learning he will add newness to his work, and by way of comparison and illustration he will impress his pupil with his breadth of knowledge and his thorough understanding of the subject he teaches. The pupil will learn twice as much from the teacher in whom he has confidence.

The first requisite of a good teacher is a desirable personality, which may show itself in many ways. It is in the appropriateness of dress, in a pleasant firmness of manner, in the interest shown, in the force he exercises, in his ideals, in an earnest desire to get good results. He should not only possess a personality but he must impart it. Personality and individuality are leading qualities of a teacher, and they precede mere intellectual ability. They inspire the pupil to earnest work. Personality is a neglected quality largely through a

misunderstanding of its value and the means of acquirement. The first step toward it is the desire to please, the desire to uplift, the possession of high ideals. All that we are and do is by habit. As man has not an instinctive nature, he learns to do all that he does, and this learning is through practice until habit becomes established and a part of the character of the person.

The boy must be taught to govern himself. He must be held accountable for his acts, whether they be good, bad, foolish, or wicked. He should be taught that the body is the servant of the mind, and that the mind is responsible for every act. A self-possessed mind will give the quality of self-possession to the body. It gives ease and grace of manner. The body is an inanimate thing except as the mind acts upon it, so that all the body should show must be cultivated in the mind. The difference between boyhood and manhood is in manners. We frequently see a manly boy and a boyish man. The manly boy has matured faster in mind than in body, while the boyish man has matured faster in body than in mind. How we do like a manly boy. He is the one that has been most benefited by his training. It is difficult to find a more disgusting or repulsive object than a human body without a mind capable of balancing it, as for instance, an insane or intoxicated man. The body is never affected except as the mind acts upon it. If the mind is uncouth, the body is, in appearance, awkward and coarse. Teach the boy these facts. Education in its application to the mind is lacking if the body does not respond to its influence. Let the boy feel that you expect his mind to govern his body. Teach him that the quality of the mind stamps itself upon the face that all who run may read. Teach him that he cannot hide his qualities. They are indelibly stamped upon his face.

To prevent the boy forming bad habits or to break him of bad habits it is necessary to appeal to his good sense and his manhood. It is entirely useless to cite statistics as to the awful consequences of bad habits. You cannot scare him. Remind him that bad habits consume energy. Show him how to use his energy to a better purpose. Teach him that tobacco and intoxicants stupify the mind. Teach him that he will need all the energy and ability he can command to compete in the race of life; that he is opposing his own aims. Warn him against the reactionary influence of habit on the mind. Teach him not to be dependent upon the world, but teach him that the world will be dependent upon him. Teach him that he knows better than he does; knows better than he tries. Teach him that he must qualify to take his place among men. What an influence a good teacher has.

The one thing is to mold character. All educational work should be toward this end. Character is more than the quality of being good. It combines all the attributes of a successful life. It is largely that which gives healthy influence for good. It is that upon which we base a man's value to the community. Book learning is not sufficient. Life must be learned by coming in touch with the world. Character is made up of influences and impressions. The boy's mind is easily susceptible to both. All who teach are not teachers. They are often only qualified to ask prepared questions and get prepared answers. The gifted teacher takes the pupil beyond set lessons. A question outside the lesson will make the pupil think and it will awaken interest. You will not find an exception to this among your pupils. The boy does not like set duties or routine work. He is often as anxious to get away from books as he is to get out of the school room. There is a wild side to a boy's nature. He has to be enlightened. I might say civilized. His energies must be turned into useful channels. He must be made to see this. He must be shown how he can be somebody beyond the common herd. The more you reasonably expect of him the more he will do for you. He likes responsibility. Carelessness appears when responsibility disappears. The best and most lasting impressions are made upon the mind when responsibility attends the work. Did you ever notice how willingly and faithfully a boy will do an errand for you? He is proud of the trust. He is delighted to serve you. The same boy will dread and shirk the same duty toward his mother, which shows that your influence is sometimes greater than the mother's. The school often has more influence than the home. When a boy enters your school let him feel that you have a regard for him and his rights. In this way you will immediately gain his respect and have an influence over him. A physique does not count in a teacher. We cannot govern by force. Respect for the teacher is the basis of school government. Earnestness, firmness and fairness on the part of the teacher will win any boy that is worth winning. We find the best government in countries where the people are best educated, so that government is the result of educational influence upon the people. Grant the boy all the privileges he will rightly use. Teach him that he must observe the limitations of an order and a privilege. Instruction is secondary to discipline. A good disciplinarian is invariably a good teacher. The pupil should fear only lest he disappoint the teacher. This should be a holy fear, not a base one. He likes honesty, square dealing, and fair treatment. He doesn't want any goody, goody methods applied to him. Manhood is only matured

boyhood. The blending should be so perfect that it is impossible to tell where one ends and the other begins. The teacher, in point of character, must be all that he would have the boy. Again let me say, if the teacher would impart good morals, good conduct and high ideals, he must show that he possesses these qualities himself. The character of the teacher determines the character of the school, and, in conjunction with the home, shapes the character of the boy and the future man. Many teachers are mere machines. They possess no power in awakening manhood in a boy. My plan is to set aside a regular lesson for a few minutes each day and talk upon subjects of general interest. Never be prosy and dull. Talk occasionally in a vein that will provoke smiles and tears. Teach sentiment and cheer. To arouse these feelings is to awaken the best qualities in man's nature. I would also talk on the current topics of the day, and here is where the newspaper will help you. The newspaper is the greatest teacher of the age. Events make history and history educates. Why are not the events of to-day just as educating as the events of a century or ten centuries ago? The contents of a newspaper cover a general and modern education. Teach the boy the significance of our flag. Teach him why he should respect it and you will have taught him Americanism, which is the best ism in all the world. Interest him in biography and you will give him the source of inspiration. Relate the characteristics of such men as Franklin and Lincoln, and you will give him ideals of manhood. A knowledge of the accomplishments of such men is a spur to ambition, to right living, to usefulness, and to a high place in the world. The boy's character is developed by right thinking and right doing. It will take all the time you have him under instruction to plant in him the seed of manhood. Text-book matter often lacks the germ that produces mental growth. It is often dead matter and will not grow in a boy's mind any more than last year's corn stalk will grow this year.

If the mental soil is rightly cultivated, an idea planted in it will be as productive of ideas as a grain of corn is productive of grains. The harvest will yield a hundred fold. If either the cultivation or germ seed are lacking, the harvest is a failure. Give him problems outside the arithmetic. Have him construct some of the sentences he parses. In this way you will develop ideas. You will teach him to think. Education fails if it does not produce such ability. Ideas, like matches, sometimes cause great consequences. Every great enterprise is the evolution of an idea. All educational and industrial progress has been made through the working out of ideas. It does

you no good to read a book unless from such reading you are enabled to evolve original ideas. The mind is not to receive the seed except to give forth a harvest. We do not wish to harvest the seed we plant. We harvest the product of the seed. A great harvest comes from the comparatively few seeds we plant in nature's soil, and it is always the choice seeds that we plant. How about the educational seeds you are planting? Plant the seed of manhood and you will reap a harvest of ideal citizenship.

Getting the seed from a respected teacher's mind is like a drink from a spring—refreshing, invigorating, inspiring. It creates ambition, resolve and courage—the mainsprings of an active, useful life. Teach the boy to choose a straight track. Show him that all wrecking places in human life are found at the crossings, curves, switches, and on the side tracks. These subjects all belong to your profession. Our civilization has been wrought out of battle and bloodshed, but our victories have been humanely creditable and glorious. You are working for and in a great cause. You are helping to build citizens of the future.—*Extract from an address by Charles R. Barrett, before the Cook County Teachers' Association.*

CIGARETTES.

So swift is time that the boys of to-day are to be the men of to-morrow, and it concerns the world as to the kind of men they shall be. Each boy is a problem unto himself and unto the world.

The solution lies in developing talent and in making the best use of it. Herein lies a strong element of success. Promiscuous companionship is one of the dangerous pleasures of boys, and where this disposition is at all strong, habits are generally of a loose and pernicious character. It is surprising that boys will acquire a habit and even persist in its indulgence when they know it is detrimental to any ambition, as they cannot prolong an evil habit without destroying the mental activity and development that are the currents of business and professional life.

The most prevalent and destructive habit among boys of to-day is the smoking of cigarettes. The cigarette habit is not only a self-imposed disease but a deliberate crime. It is unnecessary to warn boys against taking deadly poison, but the effect of cigarettes is none the less fatal. A boy addicted to the habit does not notice the influence the poison has upon his mental and physical being. It makes him stupid, but he is not capable of knowing it. When under the influence he cannot realize that his mind is dulled. It acts like the opium habit and eventually gets complete control of him and weakens mind and body. It weakens the blood and the action of the heart and undermines the health. Why will boys persist in a habit they know retards mental growth and takes a demoralizing hold on life? Why will they indulge a habit that destroys the capacity to think and even hinders physical activity? If the result of cigarette-smoking were suddenly fatal, or believed to be dangerous, it would be discontinued, but, like all habits that destroy human life, it is very cunning in its work. It never makes the victim aware of its strength and deceiving influence, but when it has sapped the life, how proudly it holds the wreckage up to public gaze, and then snares another that is sure to fall a victim to its devilish plan.

A cigarette smoker is invariably worthless in school, never an interested and progressive student. Application is a lost art to him.

He is always behind in his work. All that faithful teachers can do for him is counteracted by the effect of cigarettes. It is too bad boys will not and seemingly cannot see their threatened condition. It is too bad they should be willing to sacrifice all benefits for the stupefying effects of cigarette poison.

The world likes a clean, bright, active, manly boy; one that has some appreciation of life; one that is interested in acquiring the qualities that make men; one that can appreciate time and opportunity. It enjoys his wholesome sports, his romping, daring nature, his innocent amusements, but it deplores the habits he so often acquires that alienate him from his mother, his home, desirable companions and books, all of which are his birthright. Boys, why do you smoke cigarettes? You know you derive no benefit from it. You know it is injurious to your mind and body. Do you smoke them because they are cheap, and you think the habit is manly? Are you unable to appreciate a clear, active mind? Do you know its value in the world? Do you know that human life, rightly used, is the most precious thing in the world? Do you know if you were told you should lose your life to-morrow you would be likely to die of fright to-day? You would be appreciative of living if you could see the end. You would not smoke another cigarette if you knew it meant death to you. Are you aware that continuing to smoke them will put you in a condition that, to the intellectual world, is worse than death? There is nothing more pitiable than a weak-minded person, and especially one that has brought such a condition upon himself.

The mistake on the part of boys is in thinking that the indulgence of such habits is a harmless pleasure. They are unable to see that real pleasure is the product of a well-developed mind, one that is directed toward noble living. A smoker of cigarettes is stupid in thought. He has no disposition to get hold of life. The easy, dependent way is his way. He has no appreciation of the qualities and influence of manhood. All that people do and are is through acquired habit, and the quality of the habit determines the quality of the man. He is free to do as he pleases with the tastes he acquires. Each is presumed to have a distinct individuality. He may, by practice, learn to do many things that nature does not designate, but if he violates nature's laws he is obliged to suffer for it. Nature distinguishes between man and animals by giving man the possibility of a superior intellectuality, and at the same time leaving him an entirely free will. Our usefulnesss is determined by our tastes. If the tastes are wholesome and well developed, we find they give us the qualities of useful-

ness and the higher aims of life. If pernicious in any particular they are sure to destroy the possibilities or cause to be neglected the opportunities that are likely to come to every well-meaning person.

The boy who is addicted to the cigarette habit is usually neglectful of his personal appearance. If he does not show it, it is because somebody takes care of him. He rarely has taste in that direction. If he has the taste he rarely has the earning capacity to gratify it. The promising boy cultivates his mind, is thoughtful of his wearing apparel and does not neglect his teeth, and hair, and finger nails. He is anxious about the means of self-support. What benefits are derived from smoking? None whatever. Who seeks your services because you smoke? Nobody. Who thinks more of you because you smoke? Nobody. Then are you not foolish to smoke or do anything that detracts from your value to the world? It makes you dread work. It destroys ambition and the energies that belong to a healthy boy. That man is strongest mentally and physically, barring infirmities beyond his control, who is freest from dissipation. You know good habits command your respect. You know the power of evil habits is strong. Some of the greatest minds of the world have surrendered to it and are surrendering to it every day.

Do you want to be somebody? Do you want to get hold of life? Do you expect to have the capacity to compete with others in the race? Do you think more of a destructive pleasure than you do of a good position? Are you willing to sacrifice happiness that you may indulge a worthless habit? Do you know that in deliberately weakening mind and body you are committing a crime? Do you know the difference between bravery and foolhardiness? It is foolhardiness to risk opportunity, intellectuality, and life itself without a possible chance of reward. This is what you are doing.

Business men have established the custom of inquiring of the applicant for employment if he is addicted to the cigarette habit. If he is, he is immediately dismissed from any consideration for the position. They want wide-awake, active boys, and to such they offer good opportunities for advancement. They know the cigarette smoker has not the ability and the energy that are required in mercantile life.

If you are a cigarette smoker, do you know that you are stupid? Do you know that you lack neatness? Do you know that you don't like to work? Do you know that you are ashamed of the habit? Do you know that you do not want your parents to know you have acquired the habit? Do you know it is hard for you to get up in the morning? Do you know you disgrace common sense? Then why do

you do it? Do you remember when your mother first discovered that you were addicted to the habit? Do you remember how you tried to conceal it from her? Do you know how she feels ahout it? Do you know how sorry and disappointed she is? Do you know how proud a mother is of a promising boy? Do you know what your mother has done for you? Do you know what she is willing to do for you? Do you know that you cannot love her and smoke cigarettes? Then why do you smoke them?

Habit long indulged is powerful, whether the habit is good or bad. Some time you may have tried to break away from a bad habit. Perhaps from smoking cigarettes. You summoned good resolves. You put forth all your energy and strength of character and purpose. Did you succeed? If you did you possess the qualities that will make you strong and useful. Many instances are in mind where boys have overcome the habit and completely recovered from the effects. It can be done by any boy who is willing to accept advice and who has any determination. A good suggestion to one disposed to break away from the habit would be to smoke one less cigarette each day, until he found himself able to dispense with them altogether. It is doubtful if any one addicted to the habit can suddenly throw it off, but he can gradually do so. It would be a good evidence of character that a boy can say he has quit the habit, and he is worthy of commendation and congratulation on his rescue. His true friends will be ready to extend a hand of cordial support to him in his resolve. Bad habits are cowardly things. They are sneaky and vicious. They are unable to face manhood and womanhood. They lead you away from your mother's teachings. They make you disloyal to your opportunities. They delight in breaking mothers' hearts and in destroying human lives. Treat them as you would an enemy. They afford deceptive pleasures.

Your mental capacity and conduct are to determine your place in the future, and your future depends upon the use you make of the present. To resist temptation is an assurance of a manly character. To possess and use sach a character is to be a part of the best influence in the world.—*Charles R. Barrett.*

VALUE OF INFLUENCE AND OPPORTUNITY.

In order that young men may have the right conception of life and how to make life useful, it should first be known that nature does only certain things for us. Man gets his education through his personal efforts. Nature endows man with a varying amount of brain matter, and leaves the development entirely to the individual. Natural endowment is that which we inherit from parentage, such as mental and physical condition.

Beyond natural endowment man must take care of himself and labor for the education that gives advantage over ignorance. A man may carry an education through life without getting a chance to use it, but the fault is not in the education. In this case opportunity is lacking, and opportunity is not always within man's finding. It comes from some outward source. We may work and wait for it and not get it. Education, energy, personality and tact are, however, the qualities that attract opportunity. To secure a good education and apply it to our work is to pay the price of success, but we are not sure to get what we pay for. Here is shown the fact that our getting what we pay for depends upon opportunity or a force of circumstances.

It will not do to hold nature responsible for our lack of mental development, which we get through education. It may be said that many people misunderstand themselves and do not know how to be useful, often from lack of education. The great stimulus to effort is the hope of success or that something which wins esteem and admiration. There is sure to be some gain in every failure; some advancement by the efforts put forth. Experience is always a gain, and it is certain to attend disappointed ambition, which is discouragement.

We are apt to judge ourselves by somebody whose environments are not at all similar to ours and thereby discourage our aim and effort. Much learning is within our reach that we do not make the least effort to get until we are forced to do so. How rarely, too, do we find a man who has not drifted more or less and who can say that he is what he started out to be. The loss of his father often forces the boy to care for himself, and the unexpected circumstances will cause him to seek a livelihood in an unexpected way and place. This same boy may accomplish more in life by being thrown upon his own resources

than if he had been aided by his parent. Biography is replete in instances of this kind. No young man should lessen his desire for learning or slacken his interest in the work he is doing in the belief that success results wholly from influence or circumstances.

No man can achieve success through his individual efforts. He must depend upon some force, some influence, some help from some source, which is circumstantial or providential. There is no such thing as a self-made man. When such a claim is boasted, examine the capacity and usefulness of the individual and you will discover conceit and deception. In such a case opportunity gave him the useful qualities and whatever ability he displays. The advice generally given aspiring young men is to find something to do that suits the taste, and then to keep everlastingly at it. They are, of course, expected to have a fair amount of intellectuality, which is to be used in the performance of the routine duties. This advice is good so far as it goes, but there is no denying that we are children of circumstances. We do not learn and work because we want to. We do not shape our destiny. We do not climb into high places so often as we are pushed into them.

The successful person is unable to tell how he succeeded, but in order to give himself full credit he will pretend to know, while in fact he could not do it again, nor could some one else with the same capital, the same capacity, starting in the same way, in the same place, and in the same time accomplish the same ends. Nature never intended any two things to be alike, and especially two persons, nor will their lives, their environments, their success or failure be alike, because no two persons ever came under the same influence or had behind them the same force of circumstances.

Success or failure begins at some turn in life. The railroad president's success may be attributed to the opportunity he had to get a minor position with some railroad company when he was a boy, back of which was an influence or force of circumstances that caused him to be interested, faithful and resourceful. At that time only one boy could be in line for the presidency of the road. The other clerks were forced to stay in subordinate places. The boy that eventually won the presidency may not have had any more ability than some of the other boys, but by the exercise of a force of circumstances he was the favored one. Successful men are not willing to admit the points in this argument, because to do so would rob them of the estimate men put upon their ability, and would show them as standing in a false light. No man can tell definitely how to succeed, because no man can

succeed with the qualities he may acquire through learning and experience. There is that force of circumstances that turns these qualities in the right direction, independently of ourselves.

The influence that helps men seems to recognize ability, personality and tact in the persons it disposes to help. There must be certain qualifications to attract influence and circumstances, and the young man's efforts must be toward the acquirement of them, but the possession and exercise of these qualities will not insure success. An opportunity must offer, and the opportunity is the key to the situation. Our city affords numerous examples of men of mediocre ability holding responsible positions simply because they each chanced to find a key that opened the door to opportunity. On the other hand, there are any number of men of decided ability and industrious habits walking our streets looking for a key, which they may never find.

Merit does not always win, and cannot be depended upon in competition with opportunity or a favorable force of circumstances. The successful man may tell you, to his satisfaction, just how he won, but his example and advice cannot be followed with any certainty of meeting with similar success.

It was not particular fitness, but a force of circumstances that made a certain man mayor of this city; likewise, another man governor of an adjoining state. President Cleveland had his attention called to a bright young man who lived in Ottawa, and he gave him the key to the office of comptroller of the currency. It could not be shown that the young man had any particular fitness for the position. He had had no experience in banking, but in the discharge of his official duties he was highly successful. In the same way President McKinley handed a like key to a young man, a resident of Evanston, whose opportunity, as in the former case, was given in payment for political services rendered.

Who can deny this, and who can say that the present occupant of the office is the only man in the country that is fitted for it? There are hundreds that could fill it, but they will never get the opportunity, and the opportunity is the important thing. Our assistant postmaster, with long experience and a splendid record, lacked only political activity in securing the promotion to which he was entitled. Another, an inexperienced man, got the position by virtue of his having been president of an active political club. It was not particular or peculiar fitness of the man that secured it. The authority and power conferred by the office are often mistaken for ability and fitness. It is so in the majority of cases.

The race of life is not always to the swiftest, the brightest, the most industrious, the most faithful. Even this combination cannot win against opportunity or a force of circumstances. These statements will not be supported by those who have achieved a degree of success, because they will not confess the truth, but the facts should pacify deserving men and make the public less severe in its judgment of them, and more just in its estimate of the qualities that produce success. Opportunity does not always bestow its favors upon the wise, the faithful and the honest. It sometimes smiles upon the least worthy. Our critics, mostly among our friends, should learn to recognize the value of opportunity sometimes occasioned by the success, misfortune, promotion, retirement, marriage, or death of another, thereby creating a force of circumstances that often exceeds fitness.

Work on faithfully, honestly and intelligently, young men, and watch for opportunity. Perhaps a favorable force of circumstances will overtake you. Success is in store for you, if you can find the key, which is often found by chance and where least expected.—*Charles R. Barrett.*

HOW TO SUCCEED IN BUSINESS.

Every self-respecting young man hopes to achieve success, whether it is a financial, political, professional or social ambition he seeks to gratify. A few suggestions may serve a purpose, as we are all guided to some degree by the experience and advice of others.

In the first place let us learn that we may possess knowledge and lack wisdom. Wisdom is applied knowledge, which shows that the application of knowledge is just as important as the possession of it. Our heads may be stored with facts and yet we may be incapable of evolving ideas or of expressing them. This is an important point for a young man to learn. To have ideas and the ability to express them is the soul of intelligence. Our greatest enterprises are merely executed ideas. To originate a practical idea is to produce a useful force.

Test of Learning.

What we can evolve from our brain is the test of our learning. To be prolific of practical ideas is to be useful. The drainage canal was once only an idea, which, in executed form, is one of the greatest undertakings and accomplishments of the age. The idea has developed into a ship canal that connects the great lakes with the gulf of Mexico and gives to Chicago the promise of a sanitary condition not dreamed of ten years ago.

Now let us turn to the young man's opportunities as they present themselves from day to day and have him understand that his place in the world is to be determined largely by his ability. The physical work man was doing a few years ago is now being done by machinery, with which no man can compete. Look about you and you will find that the leaders of enterprises are thinkers or are employing thinkers and paying them liberally for their services. If you will examine carefully you will find that the majority of those employed at complainingly low wages are merely followers of thinkers.

Take for example the young man who stands behind the counter as salesman or accountant. Faithful and honest as he may be, there is nothing original required of him, but there is of the man who goes into the open market and on his own judgment buys goods that can be handled at a profit or who goes on the road and sells them at a profit and from year to year controls the patronage of a certain territory. This man is worth from $3,000 to $10,000 a year to the employer, whereas the clerk behind the counter who sells the goods or records the sale is worth from $8 to $15 a week. This clerk does not have to think, as the purchases

are made for him, the particular goods are selected for his department, the price is fixed for him, the advertising is done for him, and even the measure is provided for him.

Should not Complain.

A young man in such a position has no right to complain if his wages are small or his advancement is slow. His services are not valuable. His place can be filled in a day. He does not advance the ideas that make his department successful. They are supplied by more valuable men. After this young man has had his wages advanced $2 a week he will work contentedly for a few months and then will ask for another advance. In the meantime has he done anything to merit it beyond being faithful in the discharge of the same routine duties? It is doubtful if he has.

Back of the ability to know must be the ability to do. Some men possess ability and are honest, but lack energy; and others possess the three qualities but lack executive ability. Combine the four qualities and you have a power that commands a price. Advertise for a $10-a-week clerk and you will get hundreds of answers, but advertise for the kind of a man to whom you are willing to pay $3,000 to $5,000 a year and you will be surprised at how few there are and how rarely they are out of employment.

The employer is a man who has more cares and responsibilities than he can discharge, and he looks about him for some one to whom he can entrust them. The importance of the cares and responsibilities and the ability to discharge them satisfactorily determine the value of the employe's services.

The employer wants men who will take the same interest he takes and upon whom he can depend without worrying and without having to superintend every detail of the work. He wants those who relieve him of anxiety and who show they have originality, discretion, tact, energy and adaptability. Such men are always in demand. But how abundant are those who can merely execute other men's ideas, the unthinking, noncaring underlings in the terrific competition so characteristic of American life.

What to Do.

When you enter the employ of a business house begin at once to familiarize yourself with the scope of the business and show a disposition and ability to do more than routine work. Begin by being punctual, thoughtful and painstaking and in showing an interest in the arrangement of things. Study to please those to whom you are responsible and

you will find them observing and appreciative. You are an individual and will never walk in the footsteps of another. No two persons ever lived under the same influences, ever contended with the same difficulties, nor did they ever achieve the same success. No two pursue exactly the same course in life. You will never be the same success or failure that some other person has been. The world is developing new types of success every day and in as many directions as earnest, thoughtful and energetic men are working.

Never Shirk Work.

Don't be afraid of work. There is no success without it. Back of your work must be a brain force that distinguishes you from a machine. Machines do not evolve ideas, nor do the majority of men. Learn how to do business and how to deal with men. Be tactful, which is nothing more or less than using common sense and opportunities to the best advantage. Recognize the brain competition that is on to-day. Prepare to carry an influence into the world. Exercise such tactfulness as will draw the world toward you. Study human nature. Be able to determine the kind of a man you have to deal with as soon as you come in contact with him. If he is ignorant, know how to deal with ignorance. If he is intelligent, know how to deal with intelligence. Adapt yourself to the conditions before you. In each case strive to please, that each person you meet may carry away a favorable impression of you. In this way you will acquire a good reputation at a small cost. Remember others are not always wrong if they differ with you. Justice is the greatest virtue. Therefore, be just. Avoid being unreasonable. Put yourself in the other person's place once in a while and judge the situation from his point of view. This disposition will develop fairness and win friends.

Read to Keep Posted.

Read to get facts and from them evolve original ideas. Read the newspapers as well as books and magazines. Keep posted on the industrial, educational, political and social conditions and events of the day. Intellectuality will become stamped upon your face, and the bearing that should attend a cultured mind will lead you into desirable society, and in it you will find an influence that helps secure advancement.

Take hold as you would if you were a partner and try to feel the responsibility he is obliged to assume. Work quietly. Make your work count, which is more than most people can do. Prove your capacity and somebody will be sure to note it, employ it and reward it. Never be satisfied with yourself or your income, but never expect the income to

equal your earning capacity, as to do so would show a disposition to rob the employer of the profit which he is entitled to make on your services. He is entitled to a liberal return on the capital invested in the enterprise which gives you employment. Every employer is a benefactor. He gives others something to do by which means they may gain such a livelihood as their capacity and his business can furnish.

Responsible for Your Own Salary.

Don't sit around and wonder why your salary is so small unless you are looking for the cause and remedy. To make yourself valuable you must be productive of ideas. You must be progressive. You must be resourceful. You must be willing to work. There is no exception to these rules. They are fixed requirements to test the disposition and capacity of the employe. Consider the relation that should exist between the employer and yourself. He must be satisfied with your services and he will require that they shall be worth more than they cost him. This is exactly as you would have it were the situation reversed. Put yourself in the employer's place. Invest your money in an enterprise that necessitates the employment of labor and then look about for men in whose qualifications you would have confidence. How critical you would be!

You must not expect to win promotion standing still. You must not expect promotion except through an enlarged knowledge of the business. The employer must have growing men and he cannot afford to overlook the increasing value of their services. Be willing to carry the responsibilities he imposes upon you from day to day and be thoughtful and faithful in the discharge of them regardless of the compensation you are receiving for it. If active and intelligent in the discharge of your duties you will be rewarded for it.

Make Yourself Indispensable.

If you are getting $10 a week make your services worth $20 to your employer. Make them apparently indispensable to him. Make it impossible for him to fill the position to better advantage. Know something outside of the business. Keep learning. Keep broadening. Be on your guard lest you go to seed at the age of 30 or 40, as most men do, and thus be incapable of doing more than routine work.

The right use of general knowledge will make you courteous in manner, neat in appearance, temperate in habits, honest in purpose, just in requirements and successful in business. Let such qualities serve your opportunities and you will some day discover that you have a substantial hold on life, which is the aim of effort and the goal of ambition.

—Charles R. Barrett.

WOMEN IN BUSINESS.

The problem of life is of equal importance to men and women. Its solution lies in the ability and opportunity to get a living. However selfish men may be, they must concede the fact that labor is honorable to both sexes and that its advantages may be shared in proportion to the ability of each to engage in it. Mercenary motives are back of all employment of labor; as long as men are mercenary and selfish they will strive to get as much work as possible for the least compensation, and will, therefore, always include women in the working force.

Woman's Right to Work.

Thousands of women in our city are obliged to work, and do so, it is true, in direct competition with certain classes of men; but if they are obliged to earn their living and the opportunity is offered them, should they be so unselfish, so self-sacrificing, so humane to the mediocre class of men as to relinquish all rights to a means of support? What would these men have them do? They must admit that women have a right to live; as nature has not made special provision for them in the way of food, clothing, shelter and the desired comforts of life, who can deny that they should be permitted to secure the same necessaries to an existence that are required by men?

The average young woman seeking commercial employment is just as well qualified for the position, barring a few disadvantages of her sex, as is the average young man. The fact is the average boy or young man between the ages of fifteen and thirty years has no particular qualifications to recommend him for the position he seeks or holds. The bare necessities of a living keep him at work. He has very little ambition beyond the needs of the day.

Competent Men Secure.

A competent or ambitious man is not troubled about the competition of female labor. He knows that women can never hope to secure the most desirable positions in our mercantile, banking, insurance and manufacturing concerns. He knows that woman's work must forever be routine; that she is not original or progressive beyond immediate de-

mands of an ever limited future. He knows that she knows she can never get positions or offices of trust and responsibility, because the business world will always look upon her work as temporary. She is obliged to accept less compensation than given to men for the same work, because of the prejudice against her and of the transient nature of her services. Marriage to a young man means greater responsibilities and larger expenses, and these forces tend to make him ambitious, and in consequence, his services are more valuable to the employer, whereas in most cases with women, marriage is, and in all cases should be, occasion of her resignation. Men of business capacity are not concerned about the encroachment of women upon their so-called rights. The capable young man of to-day need not be daunted by any sort of competition, because opportunities are numerous, capital is liberal to the right qualifications and business men are continually needing superior assistants.

Men Have Better Chance.

My experience of twenty years in this city in preparing young men and young women for business pursuits enables me to speak from personal knowledge, and I find that there are numerous opportunities for young men to start far in the lead of young women, although they are rarely ever prepared to do so. If he is not qualified beyond his competitors, how can he expect to avoid the competition to which he objects, or how can he expect to command higher compensation for the same quality and quantity of routine work?

Let the young men wake up and realize that they must pay the price of better opportunities; that women are in the business world to stay; that they are entitled to the right to make a living. If the woman is close upon the man's heels, it is his fault, not hers. It is claimed that a great many young women who are not obliged to do so from stress of circumstances are holding commercial positions. I doubt it. I believe very few would make the preparation and bear the attending expense unless the necessity of making a living forced them to do so.

Women's Ideal is Home.

Woman's ideal of life is not to be found in the business world. Her ideal is to be found in the home or in the accomplishment of some art. Women would die broken-hearted if they did not hope beyond the drudgery of the position of clerk, cashier, bookkeeper or stenographer. Let the young men prepare for such positions as young women hold in the world of trade, but let them develop ability to do a higher order of work after a little experience, and they will not suffer from the present

competition. Competent women, however, need not fear that the commercial world will not want their services in the future. The incompetent ones have ground for real apprehension. The men who are fearful of female competition fail to appreciate American opportunities.

Every mercantile house, every bank, insurance, railroad and newspaper office, every manufacturing establishment, every library—in fact, wherever employment is offered in this country—employment is given to women. It cannot be that all these lines have made a mistake and have just discovered it. There is no more likelihood of a general dismissal of women from these positions than there is of discontinuance of the enterprises themselves.

Competition is Close.

Many of the schools that profess to train young men and young women for business fall far short of their claims. They teach a little of debit and credit, and a little about the mechanical form of letters, whereas they should teach what business requires and how it shall be done. It is a secondary matter to know how to record a business transaction. The schools do not give to young men any broader knowledge of industrial affairs than to young women, and they start out in life with about the same ability, which partly accounts for the close competition between the sexes.

The encroachment of women upon men's work is no greater than men's encroachment upon women's. What line of work may woman claim as exclusively her own? She has been robbed of the dressmaking and millinery business, cooking, hair dressing and manicuring. It is a case of blow for blow, but to my surprise it is the men who are complaining. She has with courage and marked ability entered the fields of law, medicine, art and literature, in all of which she has achieved success. She has never asked for an exclusive field in which to show the world what she can do alone. She has met competition fairly and courageously.

Credit Due Women.

I am willing that women should have a chance to earn a living when circumstances make it necessary that they should. I have no desire to see them dismissed from any line of respectable employment. I honor the woman who is qualified and is willing to work, not only for herself, but, in many cases within my personal knowledge, for others dependent upon her, and I would advise the scared and complaining men to qualify for a higher order of work, of which there is an abundance beyond the ambition of women.—*Charles R. Barrett, in Chicago Daily News.*

THE PRESS AS AN EDUCATOR.

I purpose to speak to you to-day on the subject of education in general and the value of the newspaper in educational work in particular.

A school is a place where knowledge is imparted, where the mind is disciplined, where one not only learns how to make a living, but how to live. The fact that you are attending an educational institution is evidence of your interest in educational matters. I am interested not only in general education, but in specific education, and so have selected the topic 'The Press as an Educator,' for our great dailies, dealing with every phase of human life, afford instruction of a general and specific nature.

People having the advantages of a good newspaper are most intelligent, because they live in a larger sphere of human activity. We are not educated if we do not know the world and something of the people in it. The events arising out of the intercourse of peoples and nations are necessary to the man of general knowledge. I cannot think of a department of human knowledge that the modern newspaper does not cover. A newspaper is a business enterprise, and at the same time the greatest educator of the age. Men in the industrial world are largely dependent upon the press for a knowledge of supply and demand. It informs them of the conditions of trade in its various departments in all countries of the world. We are made familiar with conditions and surroundings of the people of our own city, state and country. We are also brought into intimate knowledge with peoples of the remotest parts of the globe. Thus our minds are enlarged and our sympathies broadened.

However valuable the press may be to the commercial world, it is equally valuable as a censor of morals. I believe it was Napoleon the great who said he feared one newspaper more than ten thousand bayonets. So the wrongdoer fears the newspaper more than he fears courts and prisons. If he could spend his prison term in secrecy he would not feel so keenly his disgrace—now do not misunderstand me, the real crime is in the act—but I do believe a criminal fears publicity more than he fears the punishment the law inflicts. There are many followers of Comus in the world and to them the newspaper is 'the babbling morn.' Prevention is better than cure. I maintain, therefore, that the press is the greatest moral agent. Many, I am aware, will not agree with me. It has been said the press has a tendency to degrade because it gives the world accounts of crime, but I believe an account of crime, if properly used, is educational, for we are taught how hazardous it is to allow evil thoughts to linger in the mind.

Reading is a source of education. If it is your desire to know the motives underlying human life study the works of Shakespeare; if to

develop inspiration read biography; if to develop imagination read novels and poetry; if to know about this every-day world of ours, the principal every-day events growing out of industrial, political and educational life, read the newspapers.

Every day the press gives us a summarized history of the world. Through reproductions we are made familiar with the masterpieces of art, an educational advantage very few of us would have were it not for the newspapers. Through reproduction we are made familiar with the faces of the leading personages of the world. Modern biography is also an important part of a practical education. We all should know more or less about the prominent people of our day, who they are, to what country they belong, what they have done to win reputation, in what particular field they acquired fame, what influence they have exerted—all a part of our education and all gained from the press. If I were to be confined to one source for an education that would be a passport among men, I should choose the press; for I should have an opportunity of being in school all my life. If it were not for the press the majority of people would end their school days with the public school course. What a condition would be upon us if the knowledge gained from the newspapers were to be denied us! How lost we should feel! What discomforts, what hardships it would impose upon our intellectual being! As it is we communicate with the world every day. Its industrial and social conditions are made known to us through the columns of the press. We must recognize in the newspaper a medium that brings us in touch with the world every twenty-four hours.

The readers of the press are divided into many classes and each class finds matter to its liking. The Christian believer and worker finds his sphere of activity fully represented. Liberal space is devoted to the events in political, professional, industrial, art, music and literary circles. The press undertakes to attract people and gives distinct space to each class of matter. If the reader is not interested in sporting matters, the reports from such sources are not forced upon his attention, nor does the sporting character have to read the general news to get the information he may specially seek.

As the press is intended to cover the whole field of human activity and to present current events without prejudice for the sole purpose of giving its readers all the news from all sources, I do not see upon what rational ground the modern newspaper is open to criticism. The press does not create news; it merely reports it.

Books contain fixed knowledge, such as have grown out of events. At one time the battle of Gettysburg was only the event of a day, but

since then it has become an historical fact. It was of most interest to the public when first chronicled in a newspaper account. The newspaper gives us matter fresh from the field of life. It enables us to judge prospects by the daily happenings about us. Nothing has contributed more to man's advancement, nothing within my knowledge of things is more necessary, no enterprise of which I know so completely commands my admiration and respect as a good newspaper. I have to consider that person inseparably attached to the past without interest in the present or future of worldly affairs, who does not appreciate the need and value of the press. Lectures, addresses, sermons and discourses of all characters by prominent thinkers in the different walks of life are chronicled to the world.

It is when we turn to the editorial page that we find the brains of the newspaper. This is the page on which the most important events are interpreted. Here are summed up the conclusions that may justly be reached from a digest of the events presented in the news columns. It stands to reason that the press should have the best interest of the community at heart, and that it should treat public questions and conditions intelligently.

I venture to say that during the year about to close there has not been an editorial in any of our great dailies that has been contrary to public policy. These editorials are always on the side of honest administration of city, state and national government. Men of good and bad influence in high and low places are brought to public view. The press is a searchlight on all public servants. It tells the whole world the character of public men and how they are performing their duties. Newspaper men as fully comprehend their mission in the world of enterprise, and they come as near meeting the requirements of individuals, as any class of men that endeavor to benefit the world. They are constantly on the alert lest the public weal shall suffer.

The press encourages man in everything but folly and evil. It conducts a great school. Its doors are open day and night for the betterment of the poor and ignorant, the rich and the wise. It encourages enterprise. It is rarely pessimistic. It often gives warning of threatening conditions, which is only to safeguard the people. It brings its reports always within the range of fallible human skill. The better a person knows the world under the conditions of his time the more intelligent and the more capable he is. He cannot get the every-day intelligence from books, because they contain records of events that are past; so he is obliged to turn to the newspapers for the knowledge he must have of existing conditions that affect his interests in whatever line he may be engaged.

Civilization is enlightenment and enterprise. Our social and industrial bodies are guided by newspaper influence. The press represents public interests, so that no organization is secure in its discharge of private or public trusts that does not meet the approval of the press. The press, to a very great degree, molds public opinion and public taste. It is the representative of the people.

The press wants to be and usually is on the right side of public questions and public interests and that is where we find the best people. The most successful man is the most useful man. I do not know of a more useful man than he who defines the policy of a good newspaper.

It is impossible to fix the educational limitations of the press. They are as wide and varied as human affairs. Some people think it goes too far in dealing with matters of private concern. Newspaper notoriety is either favorable or unfavorable to the persons involved, just as their conduct has been good or bad. There is always some reason for the report. It is advisable that the public should know the character of individuals, otherwise we should know only those of our personal acquaintance. Without the press we should know practically nothing about living statesmen, philanthropists, capitalists, educators, artists, musicians, authors, scientists, explorers, sportsmen, criminals or anarchists—the characters that are valuable and objectionable to society and civilization. Through the press the accomplishments of the men and women who constitute these different classes are made known to millions, as have been Carnegie's munificence and Czolgosz' crime.

Chicago is the news center of the United States. Its press service is the best in the world. In completeness of news, in the mechanical arrangement and appearance of the papers, in the editorial treatment of political, industrial, social and economic questions as they affect the world in general, in the conception and execution of newspaper art and enterprise, I believe the Chicago newspapers are without superiors. But I should not be personal, as I am speaking of newspapers in general. I have included all papers that stand for right principles, for the enactment and enforcement of good laws and for good government.

Teachers and students, I recognize your high purpose in life, your desire to know the world as it is shaped by natural causes and by the acts of mankind. These purposes and desires are influenced by conditions. A knowledge of these conditions is acquired through experience and news channels. You must know the world beyond your seeing and hearing it. I earnestly commend to you the regular and the careful reading of a modern newspaper.—CHARLES R. BARRETT, *in an address to the teachers and students of The Athenaeum.*

OBJECT OF EDUCATION.

Many persons mistake the object of education. They seem to think that education is something to be kept in store. The advantage of education is in the use of it. Persons of little education are often of more use in the world than college graduates. Education should be a passport through life. It should so reveal itself in manners as to make a man appear a man. If it does not, the value of an education is lost. Through the exercise of the graces we should acquire by education, we convey good impressions to those with whom we come in contact, whether in society or in every-day life.

Respect, courtesy, patience, sympathy and influence are the important qualities we should acquire and exercise as the result of education. The person who does not care to make such appearance as becomes his station in life bears the stamp of ignorance. Care of the hair, the teeth, the nails and the general attire are marks of the educational influence we enjoy. They indicate our regard for the opinions and impressions of others. Such thoughtful persons win the esteem of inferiors and superiors. These are winning points in the game of life.

In the games of baseball, football, golf and tennis, how carefully the players watch and exercise every vantage point. How carefully the individual football player is trained in the development of skill; but headball is a greater game than football. It requires closer application, greater energy, a longer struggle and the reward is correspondingly greater. The player at sport will take a hint, will often originate playing points and apply them to the game with all the energy of mind and body.

The same person, playing the game of life, may be dull and careless when judged by the employer. He will lack punctuality, industry, interest and appearance, when he must know that his means of existence and happiness depend upon his observance of the playing points in the game, in which the rewards are numerous, liberal and permanent. Here is where he plays in the arena and before the spectators of life, where real honors may be won, and where the victory is worth the struggle. Here he learns the weakness and the strength of men.

The young man of neat appearance, good manners, who is careful and energetic in his work and watchful of opportunities will sooner

or later be in line and a force in the affairs of men. Responsibilities are being shifted every day from old to young shoulders. The young shoulders must be prepared to carry the weight of responsibility, but such strength cannot be acquired in a day. It results from long and severe training, which many are not disposed to undergo. They are satisfied with transient and temporary returns. They do not realize that true happiness attends the efforts toward and the accomplishment of high aims. That man is happiest who finds pleasure in his work. In this way he contributes happiness and value to the world. The most useful man is the best man.

The young man must be content to work through the dark into the light of life. He must so love his work that he will perform the drudgery that enters into it. This shows the disposition to dig deep with patience and fortitude, which he must do if he would gratify aims that cannot possibly be greater than the comfort and happiness that attend good citizenship. Happiness should and does attend every stage of life. It will not do to crowd it into a short period, as many try to do. There is the happiness of boyhood, of young manhood, of middle age, and of old age.

We should garner our mental and physical resources in such order that the distribution of happiness shall be even through each stage; but to do this the child must store for the boy, the boy for the young man, the young man for the matured man, and the matured man for the old man. Each stage of man should store for the succeeding stage, which will demand all the resources of mind and body it is possible to acquire. We are disposed to live a haphazard, chance life, without purpose, without aim.

Tact is the art of using knowledge to the best advantage. It is lubrication to the wheels of life. It underlies a knowledge of human nature. It is a great working force. It is a quality that should apply in the home, in business and in society. The tactful person does and says the right thing at the right time. He pleases without sacrificing any interest he may represent. He apparently acts without acting and does without doing. He can decline and refuse more graciously than others can accept or give. He is pleasing. He wins friends, opportunities and advantages. Tact is a grace born of education.

—Charles R. Barrett.

SOCIETY AND CULTURE.

Comparatively few persons possess the gifts that adorn the true home and good society; yet such gifts are not specially difficult of attainment. They embody good taste, agreeable manners, neat appearance, conversational powers, and tact.

Such a person is admired on all occasions. He impresses with his stability and entertains with his knowledge and manner. He is intelligent, dignified, cheerful, and witty. He is a good listener as well as a good talker. He can tell and appreciate a good story. He can put all at ease about him and is a positive relief in many situations. He is never self-conscious, so that he is never bigoted or tiresome. He is well posted on the news of the day, knows something about the latest popular novel, though he may not have read it, and is familiar with the leading magazine articles, so that he is ever ready to introduce topics of conversation and to discuss them intelligently.

Woman leads in the ability to entertain by personal charm. She can talk without a subject and laugh at nothing. Her smile is captivating and manners gracious. Station, wealth, learning and beauty are her individual and collective qualities in winning admiration. The possession of one or all of these attractive qualities are to be attended by the additional charm of self-possession, which she shares with all about her.

Society is not void of good people, good manners and commendable conduct, as some shut-outs would have us believe. Society offers the best possible training to the mind and body, in that it gives to each the arts of ease, grace and confidence. It puts a finish on education and shapes manners beyond what is possible to do in any other way or place. It puts the individual in a good mood and develops in him gentleness of manner and consideration for others.

Both sexes are put on their guard against any conduct that might appear improper. Society expects them to leave their bad manners and long faces at home, where these obnoxious qualities are altogether too common. All should commend such association of the sexes as is found at the table, in the parlor, in the school, in the ballroom, in the theatre and in the church. Society has more good to its credit than has ever been posted. It can show a most creditable balance in its favor for the good it has accomplished.

Away with much of the narrowness we find in the expressions of the shallowness of society and the characters composing it. We do not go into society to present weighty ideas or to consider industrial or professional latitudes. Society is where we put off the cares of life and put on the appearance of comfort and happiness for the purpose of enjoyment. It is where we make social friends and enemies and invite compliments and criticism, according as we please or displease those who judge us.

Moderation is advised in the indulgence of society's pleasantries, less the excess, even of the good, shall become abuse of time, health and morals. Even the sensible luxuries of society often appear extravagant, yet the desire to enjoy its benefits is commendable and should be gratified as far as time and means will permit.

True womanhood is man's best company. The three best things in the world are women, flowers and music, because the best influences attend them and emanate from them. While society may not be free from tainted characters, it cannot be said that more than a small part is questionable. Where persons are questionable in society they are also questionable in their homes, so that the bad is found with the good in all places, not alone in society. Give the sexes association as found in good society and no harm will result any more than in the home, the school or the church.

Men and women go into society for the pleasures of association and to learn. Society has no occupation. It is an influence, out of which the individual member may get good or bad, as his dominant taste may want. The etiquette of good society is culture. Society observes fashion and decrees a high standard of taste and conduct. Society is the birthplace of many of the fine qualities of men and women.—CHARLES R. BARRETT.

WHY SOME SUCCEED.

Character, ability, and opportunity constitute the elements of success. Two of these elements are possible of acquirement and have much to do with winning the third. That the supply of character and ability is always in excess of opportunity's need is a discouraging fact to the ambitious person. There is, of course, an advantage, regardless of the influence they may have with opportunity, in possessing character and ability. The possession of them is always worth the cost. They secure honorable recognition in the ranks.

Success, as nowadays estimated, is possible only to the few. This may be illustrated by comparing life with a ladder. There can be no reason for your climbing to the second round of the ladder until someone is ready to take your place on the first round. There is no way of estimating the difference in the positions or the difference in the men filling them except by the round of the ladder occupied. The highest position is the best one. In the estimation of the many only the man on the top round is a success. The bottom round will accommodate thousands of men, but the accommodations grow less and less with each succeeding round, and on the top there is room for only one man at a time.

In the various vocations of life it is only on the top round that man is crowned with the glory of success, and he may hold this position for many years. Then what opportunity have the men on the lower rounds? In this illustration the supply is greater than opportunity can use, and those both qualified and deserving have to be content in minor places for lack of opportunity. If success were possible to everyone it would not be possible to anyone. The success of one man often rests upon the failure of another. Opportunity is graded upon the plan of the earth—stratum on stratum. Each stratum does not stand upright. Therefore each man of equal character and ability has not an equal chance.

Success gets such a high rating that it is beyond the reach of all the individuals worthily seeking it. Where one succeeds thousands go down unknown and unnumbered, yet they all possessed the requisite character and ability. The only thing lacking was opportunity. It is easy for the successful man to tell how he succeeded and how others may succeed. He usually gives all the credit to himself—to

his fine character and superior ability. He gives no credit to opportunity. When opportunity wants a man of attainments for a certain place she usually makes a selection from a number equally eligible. There is need for only one and three are waiting. The one chosen is considered a success. The remaining two step back to the old round, taking possibly a little firmer footing, but opportunity is gone. If she calls again they may be too old to respond. The good fortune then falls to the one on the round below the two. The two men passed by would have adorned the position to which their ambition led them. Here is the fate of many a worthy man, who dies almost within reach of deserved honor and fame. From this fact it can be seen that it shall be the fate of many worthy men to live without public reward. It is, however, to the credit of our homes, our schools, and our country that the supply of worthy and capable men is greater than the need.

The qualifications that justify attainment of high places should be the equivalent of success. Hamilton, Webster, Blaine, and Reed were great men, qualified for the greatest honors it is possible to win under our form of government, yet opportunity did not call them to the highest station of their fitness and ambition. Opportunity's needs are too limited to gratify all the capable men of our country. As long as success consists in getting the highest position in some vocation, opportunity will be the controlling element in the success of men. Opportunity calls men, and opportunity determines who shall wear the crown.—CHARLES R. BARRETT.

POINTS ON CORRESPONDENCE.

Commercial correspondence affords men superior opportunities to exercise a combination of talents. It calls into use the qualities gained through education. Every man of standing in the business world must take part in the exchange of commodities and values between producer and consumer. This relation requires a knowledge of the various kinds of communication intended to serve the purpose of getting and holding patronage. A thousand commercial letters are written to day where one was written ten years ago, thus calling into service an army of correspondents, stenographers and mailing clerks, whose work plays an important part in the world of trade.

It requires an able man to conduct business correspondence, a fact made evident by the character of many of the men now employed in this capacity. It is difficult to describe the qualities of a good correspondent sufficiently well to show all the ability the position demands. In the first place, though it is hardly necessary to state it, the correspondent should possessa thorough knowledge of spelling, capitalization, punctuation and grammatical construction.

Next in order is the ability to use language in a clear and concise manner, making all important points prominent, knowing, too, that ideas should precede language. No correspondent can express himself clearly and briefly unless he has a clear conception of what he has to say. One of the first things to have in mind is a full comprehension of the situation to be treated. Unless this is possible to the correspondent, he will repeat minor points and omit important ones.

As most correspondence nowadays is typewritten, the correspondent should be aided by intelligent stenographers, who are familiar with all the minor points enumerated and with the mechanical arrangement of the matter. The correspondent should be diplomatic, that he may not antagonize the various natures with which the interests he represents bring him in contact. He should be firm, yet gentle, showing the combined instincts of a thorough business man and a gentleman. He should be familiar with trade in general, with the inducements offered by the class of goods he handles, the prices, terms, and shipping facilities, all of which are sure to be subjects of inquiry, discussion and comparison, oftentimes leading to intricate and lengthy correspondence.

In every case the good correspondent will show a disposition to please, in order that he may get and keep patronage, settle differences, present suggestions, acknowledge courtesies, jog delinquents, and in every way aid in the development and maintenance of the enterprise. Of course the duties vary in the different lines of commercial life, so that set rules cannot be laid down for strict observance. The higher the character of the correspondence the greater the responsibility of the correspondent, who reveals his personal character and the character of his employer by the manner in which he writes and the methods he adopts for the attainment of his purpose.

The correspondent is constantly in danger of being narrow in the exercise of his judgment and prolific in the use of words, each in itself a great fault. He should not indulge in profanity, wit or sarcasm. To do so may gratify him, but it is apt to react in ill feeling and loss of patronage. System and promptness are living essentials to his office. Dignity, respect, courtesy, honesty and fairness should characterize the tone of all his letters. He should avoid threats, harshness, excuses and apologies, except when positively necessary to the case in in hand.

If troubled in the matter of fluency, it is either because he is not sufficiently familiar with the details of his office or is lacking the experience or scholarship necessary for easy and accurate expression. Many correspondents do not know that strength of language lies in the use of small words and that the use of simple language indicates a larger vocabulary and more ability on the part of the writer than the use of long words and long sentences. The aim should be to express not only clearly but forcibly the meaning. The concise writer will say: "I wish information regarding Mr. ——." The wordy writer will say: "I am desirous of ascertaining some information relative to Mr. ——."

Greatness is simplicity and simplicity is greatness. Don't try to disguise the fact that a spade is a spade. Don't use a word of two or three syllables when a word of one syllable will answer the purpose. Employ nouns in apposition and phrases to save the use of so many predicates. These suggestions are specially applicable to commercial correspondence, where brevity and clearness are particularly desirable.

—Charles R. Barrett.

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